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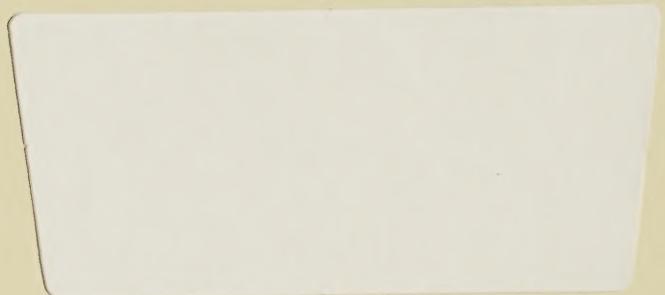
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PROPOSAL TO DEMONSTRATE PROGRAMS  
for  
CULTURALLY-DISADVANTAGED CHILDREN  
in the  
BOSTON PUBLIC SCHOOLS

ACTION

FOR

BOSTON COMMUNITY DEVELOPMENT



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**A  
PROPOSAL TO DEMONSTRATE PROGRAMS  
for  
CULTURALLY-DISADVANTAGED CHILDREN  
in the  
BOSTON PUBLIC SCHOOLS**

**Submitted to The Ford Foundation**

**jointly by**

**Action for Boston Community Development**

**and**

**The Boston School Department**

**June, 1963**



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## INTRODUCTION

The public schools of Boston clearly reflect the social and economic changes the city has been experiencing for the past two decades. A basic change, which Boston shares with other large American cities, results from the "out-migration of middle-class families and the in-migration of low-income groups", as described by Goldberg.<sup>1</sup> These population shifts, coupled with the educational and cultural deprivations of many of the in-coming group, now confront Boston and its schools with the task of resolving new and compelling problems.

Although the total population of the City of Boston decreased from 800,000 to 700,000 between 1950 and 1960, the public school enrollment remained remarkably stable. There were 92,793 students in the public schools in 1962, an increase of about 700 since 1952. While these figures do not reveal the substantial movement of population between the city and the suburbs and within the city itself, they indicate that in-coming families have a larger number of children of school age to be served by the city's 190 public schools and 4,000 teachers. Boston's extensive system of Catholic elementary and secondary schools had an enrollment of 44,000 students in 1962.

The in-migration of low-income and culturally-disadvantaged families is concentrated in two sections of the city, Roxbury and the South End. These areas, which are also the most physically deteriorated parts of the city, are scheduled together with Charlestown for the earliest action under Boston's comprehensive urban renewal program.

A serious issue confronting the Boston community and its schools stems from the residential concentration of minority groups. Almost all of Boston's 14,000 Negro school children live in Roxbury and the



South End and this concentration is reflected in the school enrollment in these areas.

Roxbury, a community of 85,000 people, includes Washington Park, an urban renewal project area where demolition of sub-standard housing is now underway and an extensive program of rehabilitation and new construction is about to begin. Washington Park, with its 31,000 people, has the highest delinquency rates and the highest residential mobility rates in the city. The South End, a community of 34,000, has Boston's lowest per capita income, the highest unemployment rate, and the third highest court appearance rate for children under 17. Charlestown is an all white, predominantly working class community. Its present population of 20,000 represents a loss of 10,000 people since 1950.

These are the areas of Boston where large numbers of families are engaged in a basic struggle for survival and in a continuing conflict with economic and environmental problems. The battle for survival frequently depletes the energy that is necessary to help the children of these families realize their potentialities. A disproportionate number of these children are doing poorly or failing completely in school; their truancy and drop-out rates are high.

While the most compelling social problems of the city are concentrated in the "grey areas", it would be a serious error to conceive of the population in these parts of the city as homogeneous. Within the geographically-contained Negro group there are many families who have broken out of the "trap" of socio-economic deprivation. However,



despite their aspirations and their resources, they are still caught in the "trap" of racial segregation, with resulting friction between this group and those who are in fact culturally and economically deprived. This tension finds its way into the schools. Thus a Boston newspaper reports:<sup>2</sup> "Much has been written about the rising Negro crime rate, but it is seldom noted that most of the Negro crimes are against Negroes. Many Negro youngsters who walk to school are intimidated, beaten up or bullied into joining a so-called gang, if they do their homework. Many bright pupils are afraid to go to school...."

There is yet another group in the "grey areas", the stable, white, working class family. Like the upwardly-aspiring Negro group, these families share generally in the dominant value system. Their children are also caught in the crossfire of cultural and emotional conflicts that smoulder and occasionally erupt in the city's "grey areas".

The programs presented in the following proposal are designed primarily to provide services to children in the first of the three groups mentioned above -- those whose families are struggling with problems of basic survival and cultural conflict. Unless concentrated efforts are made to deal with the problems of learning retardation, failure in school, premature drop-out, truancy, delinquency, and parental indifference to the need for education, countless youth in these families will continue to waste their potential.

It is equally clear that the educational experience must be adapted to prepare these children to live and work in accordance with



the sweeping changes taking place in society. As Goodman<sup>3</sup> points out, earlier in our nation's history minorities poured into an expanding economy that needed many hands and strong backs. The present in-migrants are coming into an urban economy which calls for higher and higher levels of skill and intellectual training. This trend is accelerated in the Boston area, where the electronic industry, medical and educational institutions, and banking and insurance dominate the economy.

Inherent in the programs proposed here is the question as to whether they seek to impose middle-class values on lower-class children. Considerable light is thrown on this question by Havighurst's<sup>4</sup> observation that "the urban lower-class school has some serious damaging consequences for the democratic development of our society... the pupils of a lower-class school achieve less well than they would if they were in a mixed or middle-class school".

The enrichment and improvement that is sought through these programs is not a matter of imposing middle-class values, but rather taking what is most essential and valuable in the educational process and making it available to all children, irrespective of class. The very effort to avoid "imposing middle-class values on lower-class children" can have the effect of making more "precious" and unattainable educational experiences that must be available to all in our society. The attempt to "protect" lower-class children from opportunities that may have a middle-class flavor is, in reality, a patronizing denial of the right and ability of many families to make their own choice of goals.



Indeed, a significant aspect of the programs proposed here is the determination to seek out and deal with those factors that constitute barriers between the school, on the one hand, and the culturally-disadvantaged child and his family, on the other. These blockages in communication jeopardize understanding and the development of mutually agreed upon goals. As a part of this necessary communication, families of culturally-disadvantaged children must be apprised of the changing conditions in our technologically-oriented society and the implications for their children's education.

The problems to which these programs are addressed demand that the schools take on an expanded role and a deeper responsibility. What has been said by Kvaraceus applies with particular force to the children who are the central concern here: "Much of the school's power and many of its problems have emerged because it has progressively assumed a range of responsibilities formerly carried by many other institutions. As certain functions were not or could not be performed efficiently by home, church, employer, or state, they have tended gradually to be imperceptibly absorbed as 'residual' functions by the school".<sup>5</sup>

The assumption of this expanding responsibility by the schools is essential if the people of the "grey areas" of Boston and other American cities are to have access to the mainstream of our society. The fundamental issue has been stated with clarity and force in the President's Message on Education:<sup>6</sup>



"Education is the keystone in the arch of freedom and progress.

Nothing has contributed more to the enlargement of this Nation's strength and opportunities than our traditional system of free, universal elementary and secondary education, coupled with widespread availability of college education".

"For the individual, the doors to the schoolhouse, to the library, and to the college lead to the richest treasures of our open society; to the power of knowledge -- to the training and skills necessary for productive employment -- to the wisdom, the ideals, and the culture which enrich life -- and to the creative, self-disciplined understanding of society needed for good citizenship in today's changing and challenging world...ignorance and illiteracy, unskilled workers and school drop-outs -- these and other failures of our educational system breed failures in our social and economic system; delinquency, unemployment, chronic dependence, a waste of human resources, a loss of productive power and purchasing power, and an increase in tax supported benefits".



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## OVERVIEW OF THE PROPOSED PROGRAMS

### Rationale for Selection of the Programs

In the light of the problems discussed above, the Boston Public Schools and Action for Boston Community Development, Inc. have selected three points of intervention for their initial thrust: pre-school preparation, reading remediation, and guidance and counseling. These areas seemed both the most necessary and the most promising of results. They are incorporated into the five inter-related programs that comprise this proposal.

The preparation of culturally disadvantaged children for a successful entrance into the school system is a matter of grave concern to urban schools throughout the country and requires experimentation and study in different cities under differing circumstances. The pre-kindergarten program proposed here places particularly heavy stress on parent-teacher contacts as a means of building understanding and support in the home for the child's formal learning experiences at the earliest feasible age.

Reading skill is acknowledged to be a critical pre-requisite to all types of learning in school and to employment at every level beyond the most unskilled and unremunerative work. It is postulated in this proposal that reading improvement will provide tremendous leverage for the upgrading of the disadvantaged child's general performance in school and will have a positive effect on the child's behavior in the school and in the community. These ends will be sought through intensified remedial reading services in elementary



schools and through a developmental reading program in selected Junior High Schools.

Assisting students to achieve a sense of purpose and direction and the sound beginnings of an occupational identity is a need of compelling importance for young people before they enter high school. A guidance program is proposed to meet this need, with sufficient personnel to offer more than an occasional and casual contact with each youngster.

For pupils whose personal problems threaten to overwhelm their ability to learn and to function adequately in the school and the community, School Adjustment Counselors will be available to work in elementary schools with a drastically reduced caseload.

An equally important consideration in the selection of these programs is the opportunity they present for inter-locking and mutual reinforcement over a period of three years. To achieve this, each program will be demonstrated as a collective effort in an experimental Kindergarten-through-9th Grade school district. In addition there will be demonstrations of the five programs in various combinations outside the experimental district.

Children participating in the pre-school program will continue on into kindergarten and the primary grades in a school where remedial reading and pupil adjustment services are available to follow through on needs and problems identified by the pre-school teachers. The juxtaposition of Remedial Reading Teachers and a School Adjustment Counselor in the same elementary school has been planned on the



assumption that the former will be able to detect and refer to the Adjustment Counselor problems that are associated with reading difficulties but which do not respond to remediation work alone. Conversely, the Adjustment Counselor can assist the Reading Teachers through consultation to deal more effectively with children under their care in remedial classes. The School Adjustment Counselor can also refer children in need of remedial reading to such a class and can interpret the need for this service and its benefits to parents.

At the Junior High School level, three disciplines are joined in an intensive effort to utilize complementary services on a broad front for dealing with a number of inter-related learning and behavioral problems. All children in the school will be involved in both the developmental reading program and the guidance service.

Developmental reading is designed to increase learning skill and ultimately self-esteem. The guidance program, building on the child's skill and sense of worth, seeks to help the youngster plot his educational and vocational course in such a way that he makes maximum use of his capacities. In the same Junior High School, an Adjustment Counselor is available to both these services and the entire faculty to provide help to those students with severe personal problems.

It is anticipated not only that these services will reinforce each other at the same point in time, but that there will be a



cumulative effect as youngsters move from grade to grade through the schools in the experimental district. What is sought through the experimental district is a continuum of remedial and supportive services that will benefit the pupil at succeeding stages in his development.

The programs proposed here are necessary first steps in meeting the needs with which the Boston school system and the community are deeply concerned. They are basic and pre-requisite to other programs that will be proposed in the months ahead, particularly those being developed under the Boston Youth Opportunities Project (the planning operation financed by the President's Committee on Juvenile Delinquency and Youth Crime).

#### Coordination and Training

The effectiveness of these programs will depend to a large extent on the selection, training and coordination of personnel. While the Boston Public Schools will be responsible for administering the programs, personnel will be selected in consultation with ABCD.

Because each of the proposed programs involves either the performance of new functions, e.g. pre-kindergarten classes, or the application of professional skills in new settings, e.g. guidance in a Junior High School, the orientation and continuous training of personnel is essential. Provision will be made for seminars, utilizing recognized experts, observation of related programs in other cities, and participation in conferences. Current literature will be made available in each field. It is contemplated that the first few weeks



of the school year will be largely devoted to an initial orientation period of planning before the programs are fully implemented.

The development of these programs as a mutually-reinforcing unit will require careful coordination among the personnel providing the services and between them and the administration, principals and faculties involved. A Coordinator with substantial experience, creativity and status will be employed and assigned this task under the direct supervision of the School Superintendent. The Coordinator will work with and through established channels of administration, but will be responsible for planning the organization, training phase, and operation of the programs.

The Coordinator, however, will need an assistant to handle day-to-day routines and administrative matters if he is to remain free to function as an innovator and planner, for it is contemplated that the position of Coordinator will be a permanent addition to the administrative staff of the school system and that he will stimulate other new developments in the public schools.

#### Selection of Demonstration Schools

In the selection of schools for the demonstrations, consideration was given to these goals:

Establishment of an experimental school district within a grey area in which a continuum of the demonstration programs can be carried out from pre-kindergarten through Grade IX.

Consideration of the needs of other school districts in the grey areas.

The need, for research purposes, of having comparable "control" schools in which pupils will not be exposed to any of the demonstrations.



The process of selection consisted of three steps: (1) visits to a number of schools throughout the city by a team of technical advisers, ABCD staff and school administrators, (2) consideration of test performance data and other statistical information, and (3) a series of conferences between the Superintendent of Schools and his staff and ABCD representatives.

A team consisting of members of the Advisory Committee of the Boston Youth Opportunities Project, ABCD staff and Boston Public School administrative personnel made seven tours, visiting a variety of schools throughout the city, including virtually all schools in the Roxbury, South End and Charlestown areas. The team observed classes in operation, reviewed a wide range of specialized programs including Special Classes, gifted classes, vocational programs, reading programs, speech therapy, "in-migrant classes", and drop-out reclamation programs. Discussions were held with principals, faculty members, and specialists. In each school a "walk through" or plant inspection was included. All of the schools selected for demonstration programs were extensively visited during the tours.

Following consideration of the performance test data and other factors, the following schools were selected as most appropriate for the proposed programs.

In Roxbury, the area served by the Lewis Junior High School and the Henry L. Higginson elementary school has been designated as the experimental school district. Each of the proposed programs will be demonstrated in this kindergarten through 9 district. An enriched



developmental reading program, the first guidance program in a Boston Junior High School, and a School Adjustment Counselor will be placed in the Lewis Junior High School.

The Henry L. Higginson elementary school district, which feeds students into the Lewis school, will be assigned remedial reading teachers and School Adjustment Counselors.

Pre-kindergarten classes will be established in a community facility, outside of the schools, in the same elementary school district.

Another Junior High School in Roxbury, the Patrick T. Campbell, has been selected for a demonstration of developmental reading.

In the South End, remedial reading teachers and a School Adjustment Counselor will be placed in the Rice-Franklin elementary district, which will also be the site for pre-kindergarten classes.

In Charlestown, a developmental reading program will be established in the Charles R. Edwards school, the only Junior High School serving that part of the city.

Selected test performance data support the need for demonstration projects in these schools. As Table I indicates, the Higginson and Rice-Franklin elementary schools consistently score below the city-wide average in reading.

Table I - A comparison of reading scores in the Higginson and Rice-Franklin elementary schools with the city-wide average, grades I,II,III,IV and VI.

Grade	I	II	III	IV	VI
City-wide Average	4.3	2.4 <sup>+</sup>	2.9	4.0	5.7
Higginson	*30	2.2	2.2	3.5	4.5
Rice-Franklin	*30	2.2	2.2	3.4	4.7

\*Scored at or Below this Level

+Scores to be read in years and months



Grade I scores are particularly significant because they are an indication of reading readiness. The Higginson and Rice-Franklin schools averaged at or below 30, the lowest possible score on the test, while the city-wide average was 43. These low scores reflect the cultural deprivation of these children's homes and families. In both auditory and visual skills, Demonstration School students dramatically reveal their limited exposure to adequate vocabulary usage and reading materials. This striking evidence of the lack of school readiness validates the necessity of a pre-school program which will put these students on an equal footing with other students as they begin their school careers.

Table I also shows that the cultural handicap with which these students approach reading sets a pattern for their underachievement in the upper grades. Students in grades III, IV and VI in Demonstration Schools scored an average of seven months, five months, and one year and one month below the city-wide reading averages. The major significance of these differences in scores is that beginning in Grade II these students each year fall farther and farther below the city-wide average.

This evidence further documents the necessity of programs to arrest these basic learning difficulties before and as soon as they appear. The fact that 81.9 per cent of the Higginson students and 77.8 per cent of the Rice-Franklin students have IR (IQ) scores below 99 reinforces this need.



Table II is a similar comparison of the test performances of Junior High Demonstration Schools with the city-wide average.

Table II - A comparison of selected test scores in the Lewis, Campbell and Edwards schools with the city-wide averages.

Grade	VII (Arithmetic)	VIII (Reading)	IX (Arithmetic)
City-wide Average	6.4	7.5	36
Lewis	5.5	6.4	18
Campbell	5.7	6.5	18
Edwards	5.7	6.5	18

Grade VIII reading scores indicate that at the Junior High level, students in the Demonstration School districts also score below the city-wide average, by one year or more. Significant but not included in Table II is the fact that in Grade VIII at the Lewis and Campbell schools, the lowest decile of students scored below the Grade V level. This entire pattern of underachievement in reading was apparent in both the reading readiness scores for Grade I and the subsequent reading scores for Grades III, IV, and VI in the elementary Demonstration Schools.

Table II also indicates that the below-grade-level and below-city-average performance of students in Demonstration Schools is not limited simply to achievement in reading. In Grade VII, these students were seven to nine months below the city-wide average in arithmetic, which itself was six months below standard grade level. In Grade IX they were 50 per cent below the city-wide average.



The fact that the per cent of students having IR scores below 99 is 55.9 in the Lewis school, 62.1 in Campbell, and 45.3 in Edwards further attests to the need for new, bold and imaginative programs to meet the needs of these and similar children.

These proposals represent one such effort.

#### Research

There are certain basic premises which underlie the notion of demonstration programs. By their very nature they cannot purport to represent a broadside attack on specific problems. They are limited in scope and designed to "show the way" rather than provide an immediate or a complete cure.

This role of "showing the way" has two distinct and interrelated elements and research has an essential part to play in both. One is the experimental point of view. With big -- perhaps overwhelming -- problems and limited human and financial resources, more and more efficient ways must be found to achieve specified ends. An essential ingredient in that process is knowledge, not hope or faith, but knowledge of what works (that is, what achieves the intended effects) and what does not work, as well as knowledge of what works most efficiently and what works least efficiently. This can be obtained only experimentally by trying different methods or different variations of methods under conditions which are sufficiently controlled so as to provide knowledge about whether or not the methods work, or the degree to which they work, or with whom they work and with whom they do not.



The second element in "showing the way" concerns the provision and use of experimental findings for decision-making purposes. A carefully conducted experiment should provide a rational basis for deciding whether a wise allocation of resources has been made toward the achievement of specified objectives. In early stages of experimentation the goal may be limited to a simple determination of whether the program works or does not work. In later stages an attempt can be made to determine whether the method works better -- at less cost, more quickly or with more permanent effects, etc. -- than one or more other methods.

The research component of this action-research proposal has these specific objectives:

1. To provide research findings which will provide the basis for decisions concerning the continuance, expansion, modification or discontinuance of the five experimental school programs described in this proposal.
2. To stimulate, encourage and support the further development within the Boston Public School System of an experimental point of view as the basis for decisions concerning the allocation of resources to the achievement of its objectives.

Each of the five programs consists of these components: (1) an orientation toward one or more target groups; (2) a set of procedures, the substantive content of the program; and (3) intended outcomes -- the change or changes it intends to effect regarding its target population or populations. Each program is designed to intervene in the



lives of one or more categories of individuals by use of specified procedures in such a way as to achieve certain specified effects.

Involved therefore are: (a) a set of selection or screening criteria whereby individuals are designated as eligible or ineligible for the program. Where more than one target population is involved, a set of criteria is required for the selection of each population; (b) a series of steps or procedures which constitute the intervention. Where different procedures are required for different target populations or where different outcomes are intended for different target groups, these differences must be clearly specified; and (c) a set of criteria which provide a basis for the measurement of each of the intended outcomes or objectives of the program.

Three preliminary research tasks (prior to the onset of the program) are: (1) to establish procedures to determine the characteristics of those designated as eligible for the program in terms of the definitions of the target population; (2) to establish specific procedures whereby the substantive program procedures can be observed or measured; and (3) to establish instruments whereby individuals can be measured in terms of the outcomes which the programs are designed to produce.

By the end of the demonstration period we want to be able to answer these basic questions for each program:



- (1) Specifically, who, by name, address, age, sex, school performance and other characteristics, were exposed to the program?
- (2) What specific procedures were used in the program? To what extent were different procedures used with different individuals or the same procedures applied in differing amounts to different individuals?
- (3) Did those who were exposed to the program change in the desired direction, as defined by the objectives of the program?
- (4) Can we attribute those changes (if in fact they occurred) to the intervention of the program?

To answer the first question we will obtain and keep up to date detailed information for all individuals exposed to the program, with careful records of the extent of their participation. If the program design specifies that the program is aimed at one or more specific categories of individuals, we will want to know to what extent the participants in the program met those criteria. Basic information about the characteristics of the individuals exposed to the program is essential for a number of additional reasons:

- (a) We need a basis for selecting comparison groups (comparable populations not exposed to the program) to determine whether changes can be attributed to the intervention;
- (b) We want to know whether differential results are obtained for different types of youths. That is, the program may



not be equally effective, if effective at all, with all types. Detailed information about each individual will provide a basis for discovering what those types are and their relationship to effect;

- (c) We want to know whether effect is a function of amount of exposure. Therefore, we need information about degree of participation by each individual.

To answer the second question, we will obtain and keep up-to-date detailed information as to the specific procedures used in conducting the program. For example, what kinds of tests, if any, were used? How were the results of those tests used in making decisions about program for each individual? Were home visits or other efforts used to involve parents? If so, what specific methods were used? Were the individuals exposed to the program individually or in groups? If in groups, what were the sizes and compositions of the groups? If program sessions were involved, how long were the sessions? And, to take a specific example -- a remedial reading program -- what specific method was used? How rigidly was it adhered to? Or, were different variations used for different types of youths?

This information is essential for several reasons. Eventually, evidence will be available to provide a basis for a decision as to the effectiveness or ineffectiveness of the program. Whether effective or not, however, detailed information concerning the specific procedures used is essential for the following reasons:



- (a) If the program is successful, we will want to be able to repeat the procedures used in a continued or expanded program. The procedures that were used may have been different from those described in the program design. Even if they are not different, the process research findings are almost certain to be more specific and in more detail than the original design.
- (b) If the program is unsuccessful, we would not want to reject what might be a good program plan if it actually was never tried. Only through this type of research can we know whether the original design was in fact carried out.

Our third basic question asked whether those who were exposed to the program changed in the direction specified by the objectives.

As a first major step toward answering this, each program must specify very clearly what it is trying to achieve. These objectives will be stated in measurable terms. Procedures will be set up for each program to measure, how much, if any, change has occurred in the desired direction. If no significant changes have occurred or have not occurred in a significant enough proportion of the youths exposed to the program, the program can generally be considered to have failed. (There is the possibility, of course, that in a strict logical sense, deterioration -- change in the undesired direction -- might have occurred had there been no intervention and that the intervention prevented this deterioration. This, however, would not



be likely to be accepted as a persuasive argument for the continuation of the program.)

The fourth question - whether observed changes can be attributed to the program - can only be satisfactorily answered through the use of comparison groups. One or more groups of individuals who are as similar as possible to the exposed group in all relevant characteristics will be studied, in the same way as the exposed group, to determine whether or not they also manifested changes in the desired direction.

In short, in order to answer the question of actual impact by the programs, a research design will be carried out to provide an estimate of the extent to which the desired changes that occurred would have occurred any way, without the intervention.

In order to implement the research design outlined above, ABCD will require the resources necessary for a massive amount of data collection and analysis and for the construction of sensitive measuring instruments. This will necessitate the employment of personnel, working under the direction of ABCD's Research Department, as well as the use of mechanical means of reproducing and processing data. The work will be directly supervised by a skilled researcher. To implement the research operation contemplated under this design, which is beyond the resources of the ABCD Research Department, additional funds, as requested in the attached budget, are required.

The Boston School Committee has given its full cooperation to



these research aims and plans. It has given formal approval to a request by ABCD for access to the school records for names, addresses, birth dates, educational achievement, background and other data for research purposes. This approval also includes agreement to collaboration between ABCD research staff and the schools in the systematic selection of youth to be exposed or not exposed to the ABCD school-based programs.



BUDGET

COORDINATION, TRAINING AND RESEARCH

Coordination

Three Year Total

Coordinator at annual salary of \$14,000  
financed on the three-year sliding formula \$ 42,000

\* Administrative Assistant at annual salary  
of \$8,500 25,500

Sub Total \$ 67,500

\*Training of Professional Personnel

Pre-Kindergarten Classes	\$ 7,000
Remedial Reading	5,000
School Adjustment Counselors	6,000
Developmental Reading	5,000
Guidance Advisors	7,000
Sub Total	\$ 30,000

\*Research

Salaries	\$ 57,000
Data Processing	24,000
Materials, Travel, etc.	9,000
Sub Total	\$ 90,000
<u>TOTAL</u>	\$187,500

\*To be financed in full by ABCD.



SUMMARIES OF THE  
PROPOSED PROGRAMS AND BUDGETS



PRE-KINDERGARTEN CLASSES

SUMMARY

The Problem - Studies of educational problems of our society document that, in general, lower educational achievement levels are related to lower income levels. There is good reason to believe that membership in such culturally and economically deprived groups involves experiences or the lack of them which handicap the child in his ability to learn in a school environment. Increasingly, children registered for kindergarten and first grade particularly those coming from the so-called "grey areas" are manifesting un-readiness in the learning and socializing skills required for efficient learning at their age levels. It is clear, therefore, that special programs are required to prepare such children for the school experience ahead of them.

The Target Population - Children who, by criteria for selection are known to be disadvantaged to an extent requiring special attention and who are known not to be mentally retarded or emotionally disturbed.

Primary Objective - To attain for such children by the time they have finished the third grade the cognitive skills and school behavior patterns which are determined to be, in general, normal and adequate for children of their age, taking into account individual differences.

Basic Assumption - That parental support and involvement are essential to maximize the benefits to the children obtainable through participation in the program.

Specific Program - Four pre-kindergarten classes in facilities located in two "grey area" school districts will be established. The classes will service a maximum of twenty children each, with one senior teacher and one assistant. They will be conducted for two hour periods with morning and afternoon sessions operating five days a week for the school year.

1. A curriculum will be devised to provide the children socializing and educational experience commensurate with their age level.
2. Senior teachers will develop meaningful and long-term relationships with parents of children so that an effective bridge may be built between what is taking place in the pre-kindergarten class and at home.

Job Specifications and Personnel

Qualifications - Senior teachers with A.B. or B. Ed. and two years of nursery school experience. Background in working with



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Pre-Kindergarten Classes (Cont.)

parents of nursery school children and with families in "grey areas" desirable. Assistant teachers may be participating in nursery training program and qualified by a college or university to work under supervision.

Duties - Senior teacher, two hours of classowrk, balance of day in direct work with parents. Assistant teacher to work both morning and afternoon sessions on classwork.



BUDGET

PRE-KINDERGARTEN CLASSES

First Year

Senior Teacher	\$ 9,000
Teachers 3 @ \$8,000	24,000
Assistant Teachers 2 @ \$5,000	10,000
Resource Library - Staffing and Maintenance	1,000
Program Supplies and Equipment	4,000
Use of Facilities	<u>2,000</u>
Total - 1st Year	<u>\$50,000</u>

Second Year

Senior Teacher (1)	\$ 9,000
Teachers (3)	24,000
Assistant Teachers (2)	10,000
Resource Library - Staffing and Maintenance	1,000
Program Supplies and Equipment	1,000
Use of Facilities	<u>2,000</u>
Total - 2nd Year	<u>\$47,000</u>

TOTAL \$97,000

SHARING OF COSTS

	<u>ABCD</u>	<u>SCHOOLS</u>
1st Year	\$37,500	\$12,500
2nd Year	<u>23,500</u>	<u>23,500</u>
<u>TOTAL</u>	<u>\$61,000</u>	<u>\$36,000</u>



## REMEDIAL READING IN ELEMENTARY SCHOOLS

### SUMMARY

The Problem - Many students in the elementary grades in Boston's disadvantaged areas show marked reading retardation. Remedial reading teachers are now assigned to most school districts to work with groups of four to six students. One remedial reading teacher, however, cannot handle more than 30 children in a district, nor is the present program designed to serve those who have I.Q. scores between 80 and 90.

Objective - To improve the reading skills of children in elementary schools in disadvantaged areas of the City of Boston.

#### Assumptions

1. Effective remedial reading service depends upon early detection of reading difficulty and immediate attention.
2. Early detection of reading difficulty depends upon the teacher's ability to recognize such problems, and, therefore, indicates the use of specific methods for such identification.
3. Some children are excluded from remedial reading services because of low I.Q. scores - below 90. Low I.Q. scores may in some instances be a result of deficiencies in verbal facility. Therefore, some experimentation will be attempted with children who would ordinarily be excluded on the basis of I.Q. from such programs.
4. Long range effectiveness of remedial reading efforts depend upon careful follow-up of subsequent reading development.

Specific Program - Remedial Reading classes will be conducted on a concentrated basis in two elementary school districts. Two remedial reading teachers will be added to the faculty of each of the two school districts. Each district would have approximately 1,000 pupils.

Personnel - Each teacher must possess a "Teacher of Reading" certificate or be one who has successfully completed the requirements formulated by the Boston School Department.

Two teachers will be assigned to each specified school district in addition to the presently assigned Remedial Reading teacher.



BUDGET

REMEDIAL READING

<u>Number of Teachers</u>	<u>Salary</u>	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>Total</u>
4	\$8,500	\$34,000	\$34,000	\$34,000	\$102,000
<u>Equipment</u>		<u>6,000</u>	<u>2,000</u>	<u>2,000</u>	<u>10,000</u>
		\$40,000	\$36,000	\$36,000	\$112,000

SHARING OF COSTS

	<u>ABCD</u>	<u>SCHOOLS</u>
1st Year	\$30,000	\$10,000
2nd Year	18,000	18,000
3rd Year	<u>9,000</u>	<u>27,000</u>
<u>TOTAL</u>	\$57,000	\$55,000



SCHOOL ADJUSTMENT COUNSELORS

SUMMARY

The Problem - There are many children in the elementary schools in the disadvantaged areas of Boston who manifest serious emotional, behavioral or environmental problems which hinder the child's performance in school and often have a negative effect on the school's general learning environment. Classroom teachers cannot be expected to have the time, the training or the skills to provide these children with the special services they require. Boston's public schools now have a staff of School Adjustment Counselors, but it is generally agreed that this staff is too small to cope adequately with the volume of problem cases confronting the schools, particularly in the grey areas.

Objectives

1. To improve the school performance and school behavior of children identified by the school as manifesting problems which interfere with the child's learning.
2. To reduce delinquent behavior and truancy among children so identified.

Assumption - That a drastically reduced caseload will make it possible for School Adjustment Counselors to achieve the objectives stated above with a higher proportion of children identified as having serious problems than is achieved under the present caseload.

Specific Program - Two full-time School Adjustment Counselors will be assigned to two schools in one elementary school district in which an intensified remedial reading program is being established. One School Adjustment Counselor will be assigned to a school in another elementary school district. One Counselor will be assigned to the junior high school in which the new guidance program and the developmental reading program are being instituted.

The School Adjustment Counselors will:

1. develop a "reaching out" program, including intensive contact with principals and teachers, direct observation of students in classrooms, and increased familiarity with the school district and other social agencies;
2. stress early detection by encouraging referrals from school personnel;
3. make intensive diagnoses of problems;
4. develop relationships with children and their families in order to provide direct casework services;



School Adjustment Counselors (Cont.)

5. develop optimum use of community resources so that children and families can obtain clinical and other services as needed;
6. assist principals and teachers to find more effective ways of working with children who manifest difficulties.

Job Specifications and Personnel -

Qualifications - Master's Degree in Social Work, Education or Arts with extensive training in working with children who manifest mild to severe behavior and emotional problems or those qualified by Boston public school examinations. Training in working with parents of such children on home-visit basis is highly desirable.

Training and Supervision - Four School Adjustment Counselors will be supervised by the head of the School Adjustment Counselor program and will participate in a special training program.



BUDGET

SCHOOL ADJUSTMENT COUNSELORS

ANNUAL BUDGET

School Adjustment Counselors	4 @ \$9,300	\$37,200
Full-time Secretary	1 @ 4,500	4,500
Half-time Secretary	1 @ 2,500	<u>2,500</u>
		\$44,200
<u>TOTAL 3 Years</u>		- \$132,600.00

SHARING OF COSTS

	<u>ABCD</u>	<u>SCHOOLS</u>
1st Year	\$33,150	\$11,050
2nd Year	22,100	22,100
3rd Year	<u>11,050</u>	<u>33,150</u>
<u>TOTAL</u>	\$66,300	\$66,300



DEVELOPMENTAL READING  
in  
JUNIOR HIGH SCHOOLS

SUMMARY

The Problem - Reading achievement in junior high schools in Boston's disadvantaged areas is substantially below the city-wide average. Of the four junior high schools in these areas, eighth grade students in two schools scored exactly one year below the city median in eighth grade reading tests in the 1961-62 school year. In one school students were 1.2 years below the city median and in the fourth school students were .6 of a year below. Since reading is a crucial tool in learning, students in these schools will be seriously handicapped as they move through junior high school and into senior high school. There is a need for a program that will develop the reading skills of junior high school students in order to raise their general level of academic performance.

Primary Objectives

1. To improve the reading performance of the students.
2. To demonstrate that improved reading ability reduces the incidence of failing in school and dropping out of school.

Secondary Objective

To cultivate an interest in reading.

Specific Program - The Developmental Reading program successfully demonstrated in the Robert Gould Shaw Junior High School will be established in three selected junior high schools with modifications to meet the specific needs of the schools and areas served. The program will be introduced in the seventh grade in each school during the first year and in the eighth and ninth grades in the two succeeding years.

Personnel - Each teacher must possess a "Teacher of Reading" certificate or be one who has successfully completed the requirements formulated by the Boston School Department.

In each of two junior high schools it is proposed to place one teacher of reading.

In the third junior high school it is planned to place two teachers of reading in the initial year of the demonstration with an additional teacher added in the second and again in the third year as the program reaches the total school population. These teachers will be responsible for the organization and conduct of classes of both developmental and remedial reading. Other programs to be introduced in this school include guidance advisors and school adjustment counselors.



BUDGET

DEVELOPMENTAL READING

		<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>Total</u>
<u>SCHOOL</u>	A One Teacher	\$ 8,500	\$ 8,500	\$ 8,500	\$ 25,500
	B One Teacher	8,500	8,500	8,500	25,500
	C Two Teachers	17,000	17,000	17,000	51,000
	Three Teachers		8,500	8,500	17,000
	Four Teachers	<u>      </u>	<u>      </u>	8,500	8,500
	Sub Total	<u>\$34,000</u>	<u>\$42,500</u>	<u>\$51,000</u>	<u>\$127,500</u>
Equipment		6,000	2,000	2,000	10,000
Books		<u>3,000</u>	<u>3,000</u>	<u>3,000</u>	<u>9,000</u>
	<u>TOTAL</u>	<u>\$43,000</u>	<u>\$47,500</u>	<u>\$56,000</u>	<u>\$146,500</u>

SHARING OF COSTS

	<u>ABCD</u>	<u>SCHOOLS</u>
1st Year	\$32,250	\$10,750
2nd Year	23,750	23,750
3rd Year	<u>14,000</u>	<u>42,000</u>
<u>TOTAL</u>	<u>\$70,000</u>	<u>\$76,500</u>



## GUIDANCE ADVISORS IN JUNIOR HIGH SCHOOL

### SUMMARY

The Problem - A markedly lower proportion of youth in the grey areas acquires the education and training that equips them for skilled and remunerative occupations than is the case of the more advantaged areas in the city. This would indicate that there is a substantial loss and waste of potential talent in the disadvantaged areas. Moreover, many of these youngsters see no connection between their present school experience and the world of work. In fact, many of them are hindered from setting and achieving educational and vocational goals by their present failure in school and by such problems as truancy and disruptive behavior. Junior high school students in Boston do not presently have available to them specialists in guidance who can assist them in setting and attaining goals that make full use of their potential ability.

Objective - The major objective of this program is to maximize the educational and vocational achievements of future high school students. The criteria for success of the program are:

1. An increase in the proportion of students who enter college.
2. An increase in the proportion of students who complete high school.
3. A reduction in the failure rate and improvement in academic performance in junior high school.
4. Reduction in the proportion who drop out of school and are unemployed.

### Assumptions

1. That knowledge of the world of work and its requirements and knowledge of one's own interests and abilities are essential to the maximum development of potential and ultimate adjustment to the world of work.
2. That in the populations of the "grey areas" there are vast amounts of undeveloped potential.

Specific Program - A school and work-oriented guidance program will be established in a selected junior high school in a "grey area". The program would involve providing guidance services to approximately 1,000 pupils in this school over a three-year period. This would mean provision for four phases of guidance services:

1. Inventory Service
2. Informational Service
3. Counseling Service
4. Placement Service

Each of these will be developed in a manner that is suitable to the needs of the students of the selected school.

Staffing Pattern - In this school one guidance advisor and one school adjustment counselor will work full-time with youngsters with emotional problems; two guidance advisors will work full-time with "normal" students' educational problems; one placement advisor will work full-time on placement problems.



BUDGET

GUIDANCE ADVISORS

ANNUAL BUDGET

<u>*Personnel</u>	<u>Number</u>	<u>Salary</u>	<u>Total</u>
Guidance Advisors	3	\$8,500	\$25,500
Placement Advisor	1	8,500	8,500
Secretary - Full-time	1	4,500	4,500
Books and Informational Literature			<u>500</u>
			\$39,000
<u>TOTAL</u> - 3 Years	-	\$117,000	

\*Program includes one School Adjustment Counselor budgeted under School Adjustment Counselor Proposal.

SHARING OF COSTS

	<u>ABCD</u>	<u>SCHOOLS</u>
1st Year	\$29,250	\$ 9,750
2nd Year	19,500	19,500
3rd Year	<u>9,750</u>	<u>29,250</u>
<u>TOTAL</u>	\$58,500	\$58,500



THREE-YEAR SUMMARY BUDGET

The budgetary requirements for the five programs and for coordination, research and training are summarized on the following page.

The following formula has been used in dividing financial responsibility between ABCD and the Boston Public Schools for Remedial Reading, School Adjustment Counselors, Developmental Reading, Guidance Advisors, and the Coordinator:

	<u>ABCD</u>	<u>SCHOOLS</u>
1st Year	75%	25%
2nd Year	50%	50%
3rd Year	25%	75%

The Pre-Kindergarten Classes are planned as a two-year demonstration, with the schools assuming 25% of the cost for the first year and 50% of the cost for the second year.

It is proposed that ABCD carry the full cost of the temporary position of Administrative Assistant to the Coordinator, as well as the full cost of Training and Research.



THREE-YEAR SUMMARY BUDGET

<u>Program</u>	<u>Total Cost</u>	<u>ABCD</u>	<u>Boston Public Schools</u>
Pre-Kindergarten Classes	\$ 97,000	\$ 61,000	\$ 36,000
Remedial Reading	112,000	57,000	55,000
School Adjustment Counselors	132,600	66,300	66,300
Developmental Reading	146,500	70,000	76,500
Guidance Advisors	117,000	58,500	58,500
Coordinator	<u>42,000</u>	<u>21,000</u>	<u>21,000</u>
Sub Total	\$647,100	\$333,800	\$313,300

Administrative Assistant	\$ 25,500	\$ 25,500	\$ -
Research	90,000	90,000	-
Training	<u>30,000</u>	<u>30,000</u>	<u>-</u>
Sub Total	\$145,500	\$145,500	\$ -
<u>TOTAL</u>	<u>\$792,600</u>	<u>\$479,300</u>	<u>\$313,300</u>

ANNUAL BUDGET

1st Year	\$283,700	\$226,150	\$ 57,550
2nd Year	276,200	162,350	113,850
3rd Year	<u>232,700</u>	<u>90,800</u>	<u>141,900</u>
<u>TOTAL</u>	<u>\$792,600</u>	<u>\$479,300</u>	<u>\$313,300</u>



DESCRIPTIONS OF THE PROGRAMS



**PRE-KINDERGARTEN CLASSES**



### THE NATURE OF THE PROBLEM

Education for their children is not equally valued by all parents.

Studies directed toward examination of value systems among various socio-economic and cultural groups increasingly reveal wide discrepancies in attitudes toward education. Speaking of the culturally deprived, Riessman says that, "...There is practically no interest in knowledge for its own sake; quite the contrary, a pragmatic anti-intellectualism prevails. Nor is education seen as an opportunity for the development of self-expression, self-realization, growth, and the like...."<sup>1</sup>

There is ample documentation in recent studies and writings to show that in general lower educational achievement levels are related to lower income levels. For example, Deutsch stated that, "Among children who come from lower-class socially impoverished circumstances there is a high proportion of school failure, school drop-outs, reading and learning disabilities, as well as life adjustment problems."<sup>2</sup> Surveys conducted by the New York School of Social Work, Columbia University, indicate that there is a "generally direct correlation between socio-economic position and academic achievement..."<sup>3</sup>

Havighurst, defining "lower class" schools as having a predominance of children from working-class homes, attributes the causes of school failure to yet another phenomenon. He emphasizes that the social "segregation" of children into "lower class" types of schools contributes to patterns of failure and poor motivation. He compares achievement findings about children from a "middle class" school with those from a "lower class" school in the same city. He found that,



"The pupils from the lower-class school averaged slightly more than one failure per pupil in English, history, mathematics, or science in the eighth grade while no child from the middle-class school failed a subject in the eighth grade."<sup>4</sup>

Smilansky, conducting an evaluation of early education that encompasses kindergarten and grades one and two in Israeli schools, found that "children of lower socio-economic background evinced difficulties in meeting the learning demands of the initial stages of elementary schools." She concluded that, "...these children, on entering the first grade, were not ready to meet the demands of the curriculum."<sup>5</sup>

While these studies do not indicate that the causes of low academic achievement are purely socio-economic, it is quite clear that the problem increases in magnitude and in intensity as attention is focused on the "grey" or "slum" areas of any large city.

The findings which graphically document the position of the disadvantaged child in the general school milieu are observed with equal concern in the Boston Public School system. Increasingly, children registered for kindergarten and first grade in the "grey areas" manifest unreadiness in the learning and socializing skills generally appropriate to their age levels.

In describing the specific problems which have been detected, school personnel have stressed the hampering effects of these problems on the child's ultimate educational adjustment. These problems are seen as having a direct bearing on the child's ultimate failure to achieve. The matter of the child's latent ability to achieve is often seen as a less important factor.



These problems include:

1. inability to hold crayons and pencils or to use eating utensils;
2. inadequate toilet-training, if any;
3. inability to assist in dressing and undressing themselves;
4. lack of exposure to reading or children's literature; they generally have not been encouraged to use what early skills they may have in reading or comprehension;
5. inability to speak or comprehend when spoken to;
6. inadequate and improper apparel, as well as undernourishment;
7. lack of proper rest habits at home; and,
8. lack of disciplinary training. Some children are completely undisciplined, resistive to authority or scheduling of any kind. These children often give an appearance of pseudo-maturity and independence, derived from "too early" experiences of caring for themselves and being on their own. These are often referred to as "latch-key" children. No one is at home during the day, and the child literally carries the key to the apartment around his neck.

Investigations into the homes of such children, conducted by school personnel, social service workers and visiting nurses, confirm the deleterious conditions which exist. Riessman aptly described these conditions:<sup>6</sup>

1. The lack of an 'educational tradition' in the home, few books, etc.;
2. insufficient language and reading skills;
3. inadequate motivation to pursue a long-range education career and poor estimate of self;
4. antagonism toward the school, the teacher;
5. poor health, improper diet, frequent moving, and noisy, TV-ridden homes.



Although Riessman, in focusing upon the school system, refers to these problems as a "partial list of the conventional reasons" for school failure, they are indeed deterrents to the child's ultimate achievement of potential in the school setting. Added to these are the "working mother" or the "neglecting mother", "the absent father", and the general devaluation of education, exemplified by school age children who are kept at home to take care of younger children, who are allowed to drop out of school at age 16, or who are encouraged to drop out in order to find employment and supplement the family income.

Deutsch, reporting findings from the Institute for Developmental Studies, gives considerable attention to the effect of early home training on the ultimate success of the child to achieve in school. He states, "We know that children from underprivileged environments tend to come to school with a qualitatively different preparation for the demands of both the learning process and the behavioral requirements of the classroom. There are various differences in the kinds of socializing experiences these children have had, as contrasted with the middle-class child. The culture of their environment is a different one from the culture that has molded the school and its educational techniques and theory."<sup>7</sup>

Deutsch makes a further crucial point that bears upon the problem: "Though many parents will share in the larger value system of having high aspirations for their children, they are unaware of the operational steps required for the preparation of the child to use



optimally the learning opportunities in the school." In this regard he has stated that, "In the child's disadvantaged home there is a scarcity of objects of all types, but especially of books, toys, puzzles, pencils, and scribbling paper. It is not that the mere presence of such materials would necessarily result in their productive use, but it would increase the child's familiarity with the tools he'll be confronted with in school. Actually, for the most effective utilization of these tools, guidance and explanations are necessary from the earliest time of exposure."<sup>8</sup>

More specifically, Deutsch reports that, "In the crowded apartments with all the daily living stresses, there is a minimum of non-instructional conversation directed toward the child. In actuality, the situation is ideal for the child to learn inattention. Further, he thus does not get practice in auditory discrimination or feedback from adults correcting his enunciation, pronunciation, and grammar. In studies at the Institute, as yet unreported in the literature, we have found significant differences in auditory discrimination between lower-class and middle-class children in the first grade. These differences seem to diminish markedly as the children get older, though the effects of their early existence on other functioning remain to be investigated. Here again, we are dealing with a skill very important to reading. Our data indicate, too, that poor readers within social class groups have significantly more difficulty in auditory discrimination than do good readers. Further, this difference between good and poor readers is greater for the lower-class group."<sup>9</sup>



"...lower-class children in the first grade had significantly greater difficulty than middle-class children in handling items related to time judgments..." Speaking of the child's need to formulate concepts of the world, Deutsch stresses that "...the ability to formulate questions is an essential step in data gathering. If questions are not encouraged or if they are not responded to, this is a function which does not mature...we find that many lower-class children have well-delineated problems in this area..."<sup>10</sup>

When these children arrive in a classroom with peers who function more adequately, they often cannot and do not receive the extra attention and special treatment that they immediately need. Because their performance quickly falls below the class average, they may appear to be -- and may be regarded as -- "emotionally disturbed." Failure to adapt and achieve at the peer level often creates for the child a situation in which emotional difficulties do develop, or in which minor maladjustments may be exaggerated. This has far-reaching implications for the child, his family, and the community. If he is in a family where an older child, in spite of similar cultural deprivation, has been able to adapt more quickly to school, the younger child by comparison may be considered "stupid" or mentally "slow". This may be completely inaccurate. He may be "scapegoated" in later grades by peers or by adults who berate his under-achievement because of their insensitivity or their own emotional needs. Such a child is exposed to great damage. The failure pattern developed early in school can encourage students to become drop-outs and provides fertile



ground for delinquent behavior.

Often parents of such children become increasingly defensive and angry with the school system and attempt to explain the child's failure as the school's failure. This further widens the gap between school and home and creates a war-like attitude which may persist throughout the child's life in school. The parents' frustration and resentment may be displaced onto the child, as in this remark of a parent related by Havighurst: "I can't do nothin' with him either; I whip him but it don't do no good."<sup>11</sup>

Research substantiates the values of a pre-kindergarten program.<sup>12</sup> Using matched experimental and control groups, Walsh found that at the end of six months those attending pre-school programs gained more than the control group in initiative, independence, self assertion, self reliance, curiosity, and interest in the environment. Hattwick,<sup>13</sup> Joel<sup>14</sup>, and Kawin and Hoefner<sup>15</sup>, showed that children attending nursery school did not possess "infantile" characteristics to the same degree as matched samples of children who did not attend nursery school or who attended briefly. Among these characteristics were: better routine habits, better social adjustments, and increased independence.

A number of studies have shown that institutionalized children tend to have slower language development. Dawe<sup>16</sup> showed, however, that small group training procedures -- for example, viewing and discussing pictures, listening to poems and stories, and going on short excursions -- produced significant gains in an experimental



group in vocabulary, information about home living, general science information, reading readiness, and even IQ. This study is cited since the effects of institutionalization are akin to those found in the "grey areas".

In summary, in view of the present socio-cultural and psychological factors surrounding the child and the educational system, the proposal which follows is designed to expand the educational horizons for culturally deprived children and prepare them for entering the school system.

#### OBJECTIVES

The Boston Public Schools propose to demonstrate methods of dealing with the problems outlined above. Specifically, the proposal is to intervene at the earliest feasible stage in a child's development by establishing a pre-kindergarten program of preparation for school.

The specific objective of the program is to attain for culturally disadvantaged children, by the time they have reached the third grade, the cognitive skills and school behavior patterns which are generally determined to be normal and adequate for children of their age, given their individual differences.

There is a basic assumption here that the achievement of the primary objective will be considerably facilitated by the support and involvement of parents in the child's learning experience. It is therefore planned to devote a substantial amount of staff time to direct contact and communication with parents.



The knowledge to be gained from this demonstration will enhance the possibility of incorporating into the public school system a pre-kindergarten program for children who need this kind of assistance.

SPECIFIC PROGRAM

A selected group of children will be offered a half-day experience in a pre-kindergarten setting for a period of one school year (October through June). Four groups of 20 children each will be chosen in the 3.6 to 4.6 age range.

Selection criteria will be developed which define the culturally deprived child for the purposes of this demonstration-research effort. The principal resource for selection of children would be from the public schools themselves. Children will be selected from families where older brothers and sisters were known to the public school as fitting the criteria which define the culturally deprived child. Additional resources for selection are the private social agencies and the Aid to Dependent Children program of the City of Boston Department of Public Welfare.

One Senior Teacher will be assigned to each of the four classes. She will be responsible for the establishment of class groupings, curriculum planning which takes into account the individual growth stages of the youngsters, and keeping observational reports to be used both for measuring the child's progress and for the later general program evaluation.

Senior teachers will conduct two hour classes, five days a week and will devote the balance of the week to making contact with the



parents of the children, such contact to include home visitations.

Two teaching assistants will be assigned to the four classes. Each assistant will participate in all aspects of the pre-kindergarten class program under the direct supervision of the Senior Teacher.

The classes will be housed outside of the primary school setting, preferably in a settlement house or other community facility. They will, however, be within a school district receiving attention from the other special services outlined in the general proposal.

Evaluative research of the program would be conducted by ABCD in conjunction with appropriate personnel from the Boston Public Schools. The group of children enrolled in the pre-kindergarten service will be compared with a selected group of similar children not receiving such pre-school attention.

A one-month, five-day week orientation program will be conducted during the month of September for personnel involved in the pre-kindergarten program with attention given to working with both children and parents.

The experimental nature of the pre-kindergarten programs calls for intensive and continuous teacher-training. This is under-scored by the fact that Senior teachers will be working actively with parents of the pre-kindergarten children. It is planned that consultants in the fields of art and music will be available during and after the initial training phase. Consultants in the field of child welfare will provide information relative to working with parents.



An additional consultant will be utilized in the process of screening children for admission and for assisting teachers in planning curriculum content around the children's needs and levels of development.

In order to bring to this program the experience of educators and community agencies concerned with pre-school children, an Advisory Committee will be established to consult with the appropriate administrative and supervisory personnel responsible for the pre-kindergarten classes. Guidance in the development of curriculum, in the handling of parent-teacher contacts, and in the training of staff will be available through knowledgeable people serving on the Advisory Committee.

The program will incorporate many of the traditional nursery school regimes, but because of its specifically defined goals will place major emphasis on encouraging children in the development of skills required for successful adaptation to kindergarten and first grade. There are already available some research findings which offer unique programming potentials.

There are four major areas of learning which are of special importance if the culturally deprived child is to be brought to a "readiness for learning" in the first grade and beyond.

The first of these relates to the development of "verbal" skills. These children often come from homes where there is little or no verbal communication, especially between parents and children. In the discussion of family contact which follows, Milner describes



this condition graphically. The failure to acquire verbal skills limits the child's potential for achieving in the second area of learning - auditory discrimination. The relationship between verbal skill and auditory discrimination is circular; one is extremely dependent upon and influenced by the other.

It is proposed to help the child through use of mouth and vocal chords to make and learn sounds creatively and in differential fashion, to identify such sounds and to relate verbally in associative fashion to such sounds. This technique is aimed at strengthening the child's ability to enunciate and facilitating the development of verbal skills. Auditory perceptions are sharpened in this process, and both verbal and auditory functions assume greater value to the child.

A third area of concentration relates to visual discrimination, which is closely associated with verbal and auditory functions. Here it is necessary to provide children with an opportunity through use of blocks and cutouts to deal with simple concepts of "things being similar" and "things being different". These children often lack such differential capacity, so that later teaching of the alphabet and distinguishing one letter from another pose difficulties. The emphasis on object differentiation in which the child participates actively also provides opportunities for spatial differentiation, and depth and dimension perception.

The fourth area for learning deals with developing motor coordination and a sense of rhythm and timing. Programs of running and



jumping and the development of gymnastic skills appropriate to this age level will be encouraged, along with exercises which enhance the child's sense of rhythm.

The tools and techniques to be utilized are aimed at increasing the child's cognitive skills and capacity for conceptual thinking. Increased ability in verbal skills, auditory and visual discrimination, motor coordination and rhythm and timing are the beginning steps toward achieving those aims. They are intimately associated as preparatory steps in the more complicated learning processes which these children will face as they progress in the schools.

Work with parents will be closely related to the classroom program goals. The thesis which relates lower income levels to lower educational achievement has been documented in this section of the proposal as well as in the general rationale. It is also clear that this factor alone does not account for low educational achievement. Milner stresses the importance of verbal communication to the learning process.

An extremely challenging study by Milner selected contrasting groups of first-grade Negro children on the basis of "language IQ" obtained with the California Test of Mental Maturity. Patterns of parent-child inter-action were studied for the children who were "high" and "low" scorers on a language criterion similar to reading readiness tests. These children were drawn from widely divergent socio-economic levels. Striking differences were found in the patterns of family life between the "high scorers" and the "low scorers." The families of "high scorers" usually had breakfast together and engage in general two-way conversation at breakfast and before school as well as at supper, the children actively participating in such conversation. Children scoring high on the language tests were also the recipients of more overt expressions of affection from significant adults in the home than the children who scored low on the language tests as first graders. On the other hand, mothers of



"low scorers" do not eat breakfast with their children, do not talk to them during breakfast or before they start for school (except for occasional orders and cautions). These children do not talk to anyone at breakfast or before school. Neither do they have any two-way conversation while eating their supper. These factors tend to be concomitant with variations in socio-economic status which has often been shown to be related to language development. However, since these circumstances are so much more dynamic from the standpoint of language learning and familial attitudes towards children and their patterns of living, it appears that parental attitudes towards children and habits of family life are the really significant factors for language development and that they happen to vary with socio-economic class as well.<sup>17</sup>

Research and demonstration must then be turned in the direction of examining related phenomena. The cumulative data, observations and research point to a set of characteristics among certain population groups that are group stimulated and perpetuated. A prevailing attitude common to these groups devalues the educational process in actuality if not by intent. That is, many "lower class" parents say that they want their children to get an education, but act in ways to interfere with or to prevent such a goal from being achieved.

It is therefore vital in establishing a pre-kindergarten program to recognize that stimulation of the child toward better achievement may not provide sufficient motivation in itself to give momentum to the child's continued success in school. Unless sufficient impact is made on the parents of such children--an impact that affects the way they feel or act toward education--the child will sooner or later be caught in the undertow of prevailing negativism in his home and will ultimately be caught in a conflict of values not of his own making.



The present proposal calls for a program of intensive work with the parents of children enrolled in the pre-kindergarten program. Senior teachers will devote a good deal of their working time to developing a program which is aimed at encouraging the parents of pre-kindergarten children to participate and share in the child's learning experiences. In such a program, techniques will be developed which take into account the general unavailability of parents both in a physical and emotional sense. These techniques call for "reaching out" and encouraging parents to examine with teachers the education process as it is beneficial to the child, and to help them participate with the child in ways that are accessible to them. Previous attitudes and present life pressures literally may not permit them to be as available as parents in other walks of life.

TEACHER - QUALIFICATIONS

1. Senior teachers must be graduated from a college or university offering a program in early childhood education. Such programs presently qualify personnel to teach in accredited nursery schools.
2. Senior teachers must have had at least two years of direct teaching in a nursery school program.
3. Senior teachers must have had intensive experience in working with parents of nursery school children. Experience in working with parents of disadvantaged children is desirable.
4. Senior teachers must have capacity and flexibility to participate in a research-demonstration program calling for creative, imaginative, and experimental interests.



5. One senior teacher, in addition to possessing the above qualifications, shall have administrative and supervisory skills related to nursery school programming, with background and knowledge about disadvantaged families.
  - a. This person shall have responsibility under the supervision of the director of kindergartens for supervision of the three remaining senior teachers.
6. Assistant teachers may be persons with demonstrated interest in nursery school teaching with some background in direct work with children of nursery school age.



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REMEDIAL READING  
in  
ELEMENTARY SCHOOLS







## OBJECTIVE AND ASSUMPTIONS

The specific goal of the program is to improve the reading skills of children in selected schools in the disadvantaged areas of Boston.

The programs rest on the following assumptions:

1. Effective remedial reading service depends on early detection of reading difficulty and immediate attention to the problem.

2. Early detection, in turn, depends on the teacher's ability to recognize reading problems; and, this requires the use of specific methods of identification.

3. Low I. Q. scores may, in some instances, be the result of deficiencies in verbal facility. Thus among the some children presently excluded from remedial reading because their I. Q. scores are below 90 will improve their reading ability as a consequence of exposure to the program.

If remedial reading efforts are to have a lasting effect, there must be careful follow-up of the pupil's reading development after he has completed the intensive remedial program.

## SELECTED PROGRAM

The Boston Public School Department proposes to establish programs of remedial reading classes in selected culturally deprived areas of the city.



Basically, this demonstration will incorporate two features. Primarily there would be an overall broadening of the scope of the remedial reading program. Under the existing program, each teacher of remedial reading has a maximum teaching load of thirty pupils. As may well be expected in a disadvantaged area, there are far more than thirty pupils in a school district of over one thousand pupils who have an urgent need for the specialized service of remedial reading. Where the class capacity is filled, there exists a waiting list. In the proposed program, it is planned to concentrate sufficient remedial reading teachers in one school district so that the needs of the district may be more adequately met.

The second aspect of the program is to eliminate the inability of pupils with a low Intelligence Quotient (80-90) to participate in the remedial reading program. Lack of verbal facility and language barriers often prevent children from scoring well on group tests. Phenomenal advances have been made in many school systems where the disadvantaged child has been furnished additional services. The child must and will recognize that he is important in the minds of all and that he is being given an opportunity to overcome his reading handicap.

The present proposal envisions the concentration of four specifically assigned remedial reading teachers, two each to selected school districts. Each district will have a pupil enrollment of one thousand or more students. Normally each of these districts will have one remedial reading teacher. Thus, in the selected school district, provision will be made for the overall selection of ninety



students, an addition of sixty over the present number.

The two school districts in which these concentrated programs take place would service a minimum of an additional 120 students per year. Over a three-year period, this would amount to a minimum number of three hundred and sixty students who would be provided this service beyond those currently being served. Potentially and assumingly, this minimum number would increase to over five hundred as the program achieves success and returns the students to their normal reading status.

A study of the Remedial Reading Summary Report (1961-62) of the Boston Public Schools shows that one third of the pupils attending Remedial Reading classes are returned to class as reading up to grade and no longer requiring help.



## QUALIFICATIONS OF TEACHERS

Teachers for the Remedial Reading Centers are selected from the regularly appointed teaching personnel. Only experienced teachers who areably successful in the field of reading are assigned to this work. These teachers must present evidence of the successful completion of a course in Remedial Reading during the five-year period prior to assignment.

In addition, the Boston Public School Department plans to have a teaching certificate called "Teacher of Reading". Examinations have been given in May, 1963, for this certificate and will be a part of the regularly-scheduled examination certificates. The requirements for obtaining a certificate are listed below:

### Certificate XL 1-Teacher of Reading

#### 1. Written Examination

##### a. Major - three hours

Theory and Practice of Teaching Reading

##### b. Minor - an hour and a half

Child Growth and Development

#### 2. Interview

#### 3. Requirements

##### a. Bachelor's Degree

##### b. State Certificate #46 - Teacher of Reading

##### c. Twelve points in special field for candidates exempt from State Certification

#### 4. Candidates on list may be used as teacher of remedial or developmental reading on any third grade, junior high, intermediate, etc.



The teacher of Remedial Reading is responsible for planning, direction, and supervision of her class in conformity with existing procedures and current instructions of the Remedial Reading Program.

Her class will have a minimum of 24 pupils and a maximum of 30. The class is organized on a class basis of 4 to 6 pupils. The class meets daily, and the class period lasts from 40 - 45 minutes.

The teacher spends her entire time teaching the children. She may utilize a period a week for personal conference or individual consultation with pupils.

#### TRAINING AND SUPERVISION

Training and supervision of Remedial Reading classes is the responsibility of the Department of Elementary Supervision under the overall supervision of an assistant superintendent. During the school year, this department conducts two meetings with the ~~members~~ for discussion of the latest techniques and procedures in reading and allied subjects. Workshops in reading are held during the school year.

#### RESEARCH AND EVALUATION

The research and evaluation of the program would involve The Department of Investigation and Measurement of the Boston Public Schools and the research department of Action for Boston Community Development.



THE REMEDIAL READING PROGRAM

CONDUCTED BY THE BOSTON PUBLIC SCHOOLS

BOSTON PUBLIC SCHOOLS, MASSACHUSETTS

In 1930 the Department of Education in Education and Health of the Boston Public Schools published the results of a five-year study of children with normal intelligence who were becoming delinquent or who were showing evidence of academic maladjustments. It indicated that many of these pupils were deficient in reading ability. In 1932 the first public school Remedial Reading Clinic in United States was opened at The Teachers College of the City of Boston. Similar facilities were soon established in other school districts under the direction of the Department of Elementary Education. Today there are ~~many~~ Remedial Reading Centers in the Boston schools.

Teachers for the Remedial Reading Centers are selected from the newly appointed teaching personnel. Only experienced teachers who are highly successful in the field of reading are assigned to this work. Preference is given to those having at least present evidence of the successful completion of a course in Remedial Reading during the five-year period prior to assignment.

ELIGIBILITY

The Remedial Reading program is designed to improve reading abilities of pupils who have difficulty in reading. The pupil's reading ability is substantially greater than his present level of reading ability, and he has a remedial reading problem. The inability to comprehend what is read is often a symptom of a reading problem.

The following are the requirements for admission to the Remedial Reading Center:



To increase the skill of word recognition by:

- a. Building sufficient sight vocabulary
- b. Teaching structural and phonetic elements
- c. Teaching blending
- d. Encouraging effective use of context clues

To strengthen the power of comprehension by:

- a. Developing a meaningful vocabulary
- b. Increasing skill in reading context for meaning,
- c. Increasing skill in effective use of structural aids
- d. Increasing ability to determine thought analysis
- e. Increasing ability to retain information
- f. Extending basic study skills
- g. Increasing reading rate for specific purpose

To use individual diagnostic procedures frequently in order to:

- a. Identify each child's specific reading needs
- b. Check on each child's reading development

#### SELECTION OF REMEDIAL READING CLASSES

How are candidates selected?

In the Boston Public Schools, one day in September is set aside for testing of all grades. Thus, for grades 2, 3, 4 and 5, the reading provides the teacher with a quick initial screening and early diagnosis of difficulties.

The individual teacher, in the case of apparent need, will submit a request for individual testing. Such requests are screened by the principal, and filed with the Department of Investigation and Measurement. As of now, pupils may be placed directly in the Remedial Reading class upon the recommendation of the classroom teacher and approval of the principal, provided there is need and room. However, the request for testing must be filed in all cases.

Candidates must have an I.Q. of 90 or above. However, at the principal's discretion a pupil with an I.Q. of 85-89 may be placed when recommended by the Department of Investigation and Measurement.

#### ADMISSION

No Grade 1 pupil may be admitted

Only pupils who are repeating Grade 2 may be admitted

Grade 3 pupils may be admitted

Standards -- I.Q. 90 or above--Reading ability is at least one year below his normal reading or his mental age, whichever is lower.







BOSTON ELEMENTARY SCHOOLS  
REMEDIAL READING OF GRADE 3 PUPILS TESTED IN 1961-62  
TOTALS-BASED ON 1961-62 GRADED STUDENTS

Form 1, page 2

Districts	43	39 Elementary, 2 Junior High, 1 High School
Teachers	10	10
Total No. Admitted in 1961-62	1000	1000
Total No. Discharged in 1961-62	523	523
Discharged as up to grade no longer needing help	523	523
Transferred to another school	164	164
Promoted to junior high school	164	164
Lack of cooperation	221	221
On a plateau (no further improvement likely)	221	221
Graduated from high school	23	23
Discharged on parent's request	0	0
Promoted to high school	25	25
Probable numbers for September 1962		
Held over from 1961-62	50	50
In waiting 31st June 1962	51	51
How many pupils, 1961-62 were represented in each of the following grades:		

I	II	69	III	317	IV	430	V	271	VI	215	VII	56	VIII	80
X	XI	X	50	XI	7	XII	26							

How many pupils, 1961-62, were within the following chronological ages as of opening of school, September 1961:

Less than 7 years old, with ages 6 years, 11 months	.....	1			
7 - 7.11	90	11 - 11.11	229	12 - 15.11	37
8 - 8.11	243	12 - 12.11	150	16 - 16.11	31
9 - 9.11	364	13 - 13.11	80	17 - 17.11	14
10 - 10.11	238	14 - 14.11	74	over 17	1

How many pupils this year (1961-62) came into your remedial reading class with the following retardations in reading? (Based on September or First Test by remedial reading teacher.)

#### Reading Retardations

Skipped before testing - 7

#### Silent Reading

132	pupils were retarded more than $3\frac{1}{2}$ years.....	43
115	" " " 3 - $3\frac{1}{2}$ years.....	84
106	" " " $2\frac{1}{2}$ - 3 "	110
102	" " " $2 - 2\frac{1}{2}$ "	205
570	" " " $1\frac{1}{2} - 2$ "	354
215	" " " approximately 1 year...	410
	less than 1 year .....	344

Not retested

2







SCHOOL ADJUSTMENT COUNSELORS



The relationship between school failure and family problems, and  
child's emotional, behavioral, and environmental problems may first  
detected and dealt with is not new. The New Jersey Juvenile Delin-  
<sup>(1)</sup>  
quency Commission in a report issued in the early forties stated the be-  
lief that the school is potentially the primary social agency upon  
which we must rely for the prevention of delinquency and maladjustment in  
<sup>(2)</sup>  
the young...". Dr. Richard J. Cabot, in relation to the Cambridge  
Harrington study, proposed: "The school would be the focal point not  
only for initial information concerning the boy, but for the planning  
of treatment program; although all local agencies of a religious,  
<sup>(3)</sup>  
educational, or recreational nature would be asked to assist."  
The Boston Public School system, aware of its responsibility to  
children who manifested such problems as they interfered with the child  
may take advantage of the educational process, in 1945 "...launched  
an offensive against juvenile delinquency and a curative procedure for  
emotional disturbances of childhood by establishing the Division of  
Adjustment Counseling...". In 1955 in order to conform with  
Massachusetts law which made Adjustment Counseling in the public  
schools a state-wide operation, the Boston Schools expanded its service  
to all grades K-8.  
This entitled the schools to receive reimbursement in part  
for salaries of all School Adjustment Counselors placed in the ele-  
mentary grades K-8.

Over the past two decades, there has been increasing documentation of  
the relationship among problems of emotional, behavioral, and environmen-  
tal nature--academic and social school failure--and school drop-outs.  
Increasing attention







inadequately dressed, undernourished and in poor physical health, bodily unclean with extremes of lice in their hair.

Given this fairly definite picture of the nature and range of problems which children may exhibit and further recognizing that such problems have their root causes in the home situation and, further, that they grossly interfere with the child's educational potential, it has been manifestly clear to the Boston Public School system that up to the present time the value of the School Adjustment Counselor in dealing with these problems has not been adequately tested or demonstrated.

In this regard it is felt that there are two major reasons for this inadequacy. The first of these in a sense causes the second. Up to the present time, the Pupil Adjustment Counselor Program has been established so that there is one counselor for approximately every 10,000 children in the school population. In its report released for the 1961-62 school year the Pupil Adjustment Counselor Program reported that 1,270 children had been referred to that department. Slightly over 1% of the total school population had been referred as in need of such services. In discussing these figures the Pupil Adjustment Counselor office made it clear that the number of referrals in no way represents the total number of children who might be potential referrals in any given year. In fact all indications show that there are considerably more children in need of such services and that in the gray areas of Boston particularly the numbers may run as high as 20% of the school population. The first reason can be stated as one of "insufficient" staff. However, discussion of the problem in terms of "insufficient" staff is a gross oversimplification of the issues. With any expansion of staff must come an extensive and thorough understanding of the (a) tasks involved in Pupil Adjustment Counseling; (b) duties required of the Counselor; (c) and the qualifications of counselor personnel. In addition there needs to be an



valuation of the impact of such counseling on the child in terms of its effectiveness in (a) improving school performance and school behavior, and, in general (b) reducing delinquent and truant behavior among children referred for such counseling services.

Up to the present time there has been an awareness of insufficiency existing for the Pupil Adjustment Counselor program in the public schools; however, in addition it is clear that there has also been no opportunity to determine in any systematic manner what should be the staffing pattern for the future.

#### PROGRAM OBJECTIVES AND GOALS

The Boston Public School system in conjunction with Action for Boston Community Development proposes to place School Adjustment Counselors into selected school districts for the purpose of providing concerted and systematic services to youngsters from kindergarten to ninth grade who manifest emotional behavior problems in the school setting. One such School Adjustment Counselor will be placed in a junior high school in Roxbury and will be part of a team operation in which there will be a heavy concentration of specialized guidance counseling (see proposal on Guidance Counselor High School). Two School Adjustment Counselors will be placed in an elementary school district in Roxbury which is receiving expanded remedial reading services and is the site for a new pre-kindergarten program, and, other with the junior high school described above, represents the equivalent of an experimental school district. The fourth School Adjustment Counselor will be placed in a school district in the South End, with services limited to one of the schools in the district (probably a grammar school).

The placement of the various School Adjustment Counselors is specific



the child's behavior is under controlled conditions to allow such children more effectively come to grips with problems seriously affecting their learning capacities and abilities, and which in their extreme manifestation are forerunners of school drop-out and delinquency because of failure to achieve.

Specifically, the proposed program has the objectives of:

1. Improving the school performance and school behavior of children identified by the school as manifesting problems which interfere with appropriate learning;
2. Reducing delinquent behavior and truancy among children so identified.

#### SPECIFIC PROGRAM

The primary task of the proposed program is to identify usually severely disturbed children, those who are emotionally and/or physically handicapped, those who are unable to profit from circumstances of an educational nature and those symptomatic of emotional disturbance in the child, not necessarily explained by his culture or value system. These may be children who as a result of cultural deprivation in their early years develop severe emotional problems. The emotionally disturbed child can be diagnosed by the presence of symptoms, and by the fact that the problems are not remedied by the usual approaches to make the normal school adjustment respond. Reinforcing training procedures and routines provide with guidance in clarifying the desired results.

The services to be offered in the program presented in this proposal through (a) personal counselling services to the child; (b) consultation services to teachers and parents about meeting best interests of the child; and (c) referral opportunity to the social service agencies.



(c) direct and incentive contact with parents to enlist their support in helping the child directly and through the use of appropriate community resources, (d) direct contact with appropriate community resources for purposes of making available needed services to the child and family. Such direct contact with community resources shall include the development of a small but continuous network of services that shall be more readily available for treatment of the child and family than is usually the case.

Intervention leading toward amelioration or ultimate remedying of the problems requires a multiple approach which includes: (1) contact with school principals and classroom teachers; (2) direct contact with the referred child; (3) contact with the child's family; (4) contact with all other forces impinging upon the child in the school setting, e.g., guidance counselors, medical department, attendance officer, ability and achievement study and evaluation section; (5) contact with and stimulation of appropriate helping resources in the community.

Perceiving the necessity for multiple approaches to these children, the program is designed to place equal emphasis upon extensive knowledge of the school system, and the family - (psychologically, culturally, sociologically), and the child with whom the primary relationship-making and helping work take place.

Children manifesting specific symptoms designated as indicating emotional, behavior, or environmental problems (see "Nature of Problem") shall be referred to the School Adjustment Counselor in accordance with a previously agreed upon plan established by the office of the school principal and the Head of the Pupil Adjustment Counseling Program. Since the School Adjustment Counselor will be housed in a 12- to 14-room school, he will be potentially in a position to establish relationships with the school principal, with individual classroom



7-

teachers, and with the general school-child population. In this regard, it is felt that a program of referral which favors easy access between School Adjustment Counselors and classroom teachers will create a process of referral that will more accurately assess the numbers and kinds of children in need of such services and will make necessary subsequent inter-action more fruitful. It is also possible by this method that School Adjustment Counselors will be able to detect children not otherwise referred and to make arrangements for referring them.

Children may be referred from other departments within the school setting such as the health, custodial, and attendance officers' departments. Children may be referred by responsible persons in the neighborhood such as storekeepers, landlords, when it is known that children have been involved in committing thefts or property damage.

Children may be referred by any number of social, health and welfare agencies where work is on-going with the family and where the co-operation of the school is vital to the treatment process. In addition children may be referred even though the referring service is not officially active.

Children may be referred by parents actively seeking help with problems which they have detected and are concerned about.

Taking previous factors into account the new program proposes that:

1. Under the direct supervision of the Head of the Department of Pupil Adjustment Counseling, four School Adjustment Counselors will be assigned to specific schools or school districts as designated in the overall interlocking program but in any event shall be assigned so that there is one School Adjustment Counselor to a school setting consisting of 12 to 14 rooms.



- 4 The Head of the Department will supervise such personnel on a regular weekly basis and will make regular visits to each of the school districts in the demonstration plan.
- 5 A year-long training program will be carried out involving the specially assigned Adjustment Counselors in the Boston Public School system. Curriculum will be developed aimed at providing extensive knowledge in the multiple tasks required of School Adjustment Counselors.
- 6 The research section of Action for Boston Community Development in cooperation with the office of Pupil Adjustment Counseling will devise and implement a research design and program for the purpose of adequately measuring the demonstration program in its various aspects.

#### JOB DESCRIPTION

The proposed demonstration program visualizes the tasks of the School Adjustment Counselor as follows:

- 1 Upon referral, the School Adjustment Counselor will make an immediate and comprehensive diagnosis of the problems of the child, drawing upon all available resources in the school setting and in the child's home. This includes the gathering of a comprehensive school and home life history.
- 2 The counselor will be available to school principal and teacher as consultant on all matters pertaining to behavioral and emotional disturbances upon which school personnel may have questions, or in such matters where such consultation may be sufficient to enable teachers to handle problems with children without further referral.



at school and at the child's home. These contacts may include contact with one child's parents and enlistment of their cooperation in the helping program, and, where necessary, to carry on an active case-work relationship until parents and/or child can be appropriately referred to existing related services, or in the event that referral is not possible or advisable, to take necessary case-work action toward the resolution of the underlying school problem.

The School Adjustment Counselor may seek additional testing of the child at the psychological level.

The counselor may seek to have the child's health determined by the school medical department, or by encouraging referral through the parents to a medical out-patient facility. Extensive medical examination will be sought for children where there is suspicion that undiagnosed medical problems are at the root of the child's difficulties.

Following the diagnostic period, the School Adjustment Counselor will determine the extent to which the child's problem is related to home conditions, how much of the problem can be corrected in the school, and possibly determine the kinds of immediate adjustments that are possible within the school setting to minimize the difficulties.

Calling upon the range of possibilities within the school setting, itself, the Adjustment Counselor may recommend transfer of a child to a special class or to a remedial education class. In rare instances, an Adjustment Counselor may recommend that a child be transferred to another classroom because the personality difficulties between teacher and pupil are insur-



7. Beyond the school setting, the counselor will use appropriate community resources, again dependent upon diagnosis. In cases requiring referral to community services, the School Adjustment Counselor will seek cooperation of parents and encourage them to take an active part in the referral process.
8. Throughout the duration of the referral of the child -- the School Adjustment Counselor, the child will remain the central focus of attention. The Adjustment Counselor may spend considerable time working with the parents, but the primary focus of this work remains that of encouraging referral where indicated.

#### QUALIFICATIONS OF SCHOOL ADJUSTMENT COUNSELORS

The multiple tasks already defined and envisioned as part of the definition of the School Adjustment Counselor position require personnel manning the demonstration program are:

1. At the Master Degree level -preferably in Social Work or Education;
2. Extensively trained and/or skilled in working with boys and girls who manifest from mild to severe emotional problems. This includes a capacity to be comfortable with children manifesting anti-social impulses and behavior and with children who express feelings through rage or excessive anger.
3. Extensively trained and/or skilled in working with parents of emotionally disturbed children whose lives are often complicated by conditions of extreme poverty, limited intelligence, inability to articulate needs or problems, wishes or aspirations often anti-social in their own behavior with disparaging often hostile attitudes toward educational values and institutions.



4. Ability to work with colleagues in the school system and related agencies and facilities, to develop effective and mutually cooperating team approaches that take maximum advantage of all available resources in the service of dealing with the child's problems.
5. Maturity, adaptability and capacity to participate in a training program aimed at synthesizing and adding to present fund of knowledge. Equal adaptability to participate in a demonstration program which has dual service and research components.



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DEVELOPMENTAL READING  
in  
JUNIOR HIGH SCHOOLS







ability, and the acquisition of vocabulary needed to read and comprehend must be developed at that level. These and ten other qualities—rapid reading ability and study habits are but a few of them—acquisitions to be obtained from this specialized reading program.

Author presents a synthesis of the learning problems of the culturally deprived child from the literature and outlines a program for development of such children, touching on: 1. an accepting number and variety of experiences; 3. evening schedule; 4. equal practice in all activities; 5. regular "enunciation" language; and 6. awareness of levels of usage.<sup>1</sup>

Correlations between reading abilities in different subject matter tend to be positive but low. This would seem to indicate that

common core of reading abilities which is useful in all areas;

several studies have found clear evidence of the need for differential treatment of reading material in the differing subjects. Some

found significant differences at the ninth-grade level in

foreign language, history, and science.<sup>2</sup> Fay found significant

correlations between scores on a reading test and

in science and social studies, but very low correlations

with mathematics.<sup>3</sup> At the college level, Robinson and Gall found dif-

ferences in reading, art, fiction, geology and music.<sup>4</sup>

It has highlighted the general qualities in the reading

that differentiate subject areas. 1. Vocabulary in a particular

field are unique; 2. Thought is organized into different

in the materials for each area; 3. Illustrations, symbols

and graphs are specific for each field.<sup>5</sup>

Colon gave five months of instruction in reading skills up to social studies in a normal class and the results indicated



class time.<sup>6</sup> The results showed that the eighth graders in the program achieved superior scores on tests covering social studies information, study skills and reading comprehension.

Johnson studied the effect on seventh graders of specific instruction in mathematical reading.<sup>7</sup> It was found that the group not only gained in arithmetic vocabulary but made significant advances in ability to solve problems which used the vocabulary the group had learned.

The existence of differential reading abilities in the area of science has been shown by Shores<sup>8</sup> for the ninth grade, and by Shores and Soupe<sup>9</sup> for grades 4, 5, and 6. In the field of English, the book by Cook gives specific suggestions for incorporating developmental reading programs in junior and senior high school English classes.<sup>10</sup>

In a report on teaching English, Finder recommends that successful learning experience for low-status pupils meet three criteria: 1. The topic should involve language and experiences common to all social-class cultures; 2. The experiences must have on-the-spot interest for the student; and 3. The pupil must find immediate significance in his learning experience.<sup>11</sup>

For some children, reading difficulties persist. This is particularly evident in the disadvantaged areas of Boston. Of the four junior high schools in these areas, eighth grade students in two schools scored exactly one year below the city median in eighth grade reading tests in the 1961-62 school year. In one school, students were 1 2 years below the city median and in the fourth school students were 6 of a year below. Since reading is a crucial tool







and other techniques, will bring out a picture of the  
current of Investigation and Measurement of the Boston Public  
School System, Boston, Massachusetts.

IV. READING TESTS

Grade	1951-52	Iowa Silent Reading Test
Median went up	2	7.1 to 7.1
Median went up	1.1	7.9 to 9.0
Upper Quartile went up	5	8.5 to 9.6
Upper Quartile went up	2.1	9.2 to 11.3

The program developed at the Robert Gould Shaw Junior High  
school is outlined below and presented in full detail in Appendix A  
of this proposal.

THE ROBERT GOULD SHAW DEVELOPMENTAL READING PROGRAM

All pupils take a standardized reading test.

The results are carefully checked. Profile charts and average  
reading grades are carefully checked. These form the basis  
for proper grouping.

Seventh grade classes will make the reading period a week  
at the same time. This sample can be used in grades 8 and 9.

Each grade will have a low group which will require remedial  
reading. Treatment here will be on the basis of individual needs.  
Each child will be guided in the parts or parts of the reading  
procedures which he has failed to master - e.g. phonetic word  
recognition, context clues, etc.

Estimated reading grade of the lowest group - two years or more  
below grade.

Other groups will range from one year below grade to a year  
above grade, the highest group will then read one and one-half  
years or more above grade (7.0).

A special program is planned out for each group.

Regular drills will be held to increase their reading power.  
Speed is not a goal in this program.

Textbooks and workbooks will be chosen carefully, and used  
in the reading program.















ing of the Reading notebooks would be a part of her duties. She  
will have to establish herself and the program within the school  
by informing the faculty, the pupils and the parents. An interested  
and enthusiastic attitude would be essential. Invitations to the  
parents to attend special demonstrations would be a part of her  
duties. Overall planning of the program for the first year with  
anticipated plans for expansion to other grades would be the direct  
charge of the teacher of reading. The Remedial Reading aspect of  
the program would require a considerable part of her time. The scope  
of that phase of the program could be determined by the results of  
testing.

#### TRAINING

Training of the qualified teachers of reading selected for  
the program would seem essential for the successful execution of  
the program. Such training will take place in September, 1963.

#### SUPERVISION

Supervision of this program will be established by the overall  
coordinator for the program working in co-operation with other appropriate  
Boston Public School Department personnel.

#### RESEARCH AND EVALUATION

Research within the school would be a joint operation of the  
teacher of reading and the Department of Investigation and Measurement.  
The Grade 7 classes in each of the selected schools would be  
given a standardized test in September.

Additional testing as required would be supplied by the Department  
of Investigation and Measurement. At least a partial evaluation



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of the success of the program would be obtained from these tests.

The research department of Action for Boston Community Development will participate in the evaluation of the success of this program.



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GUIDANCE ADVISORS  
in  
JUNIOR HIGH SCHOOLS



For most men in our culture, the occupational identity is the principle one of mental health. This is particularly true for middle class people. It is a good working hypothesis for lower class people. Particularly for lower class boys, the immediate demand for financial independence occurs. He sees this as a continuing problem for his parents. School can be viewed as a stumbling block in the achievement of financial independence. Seen it another way, school can be seen as a barrier to personality integration and mental health, since these depend on establishing at least initial levels of financial independence. Towards the goal of personal integration all of us drive, both consciously and unconsciously. Seen in this light, the rejection of education is not only desirable but necessary. Without further discussing the ideological problems involved in the State's desire either the common good through universal education, it would seem that such a compromise between the common good and the individual good would be that, in these areas, the schools must make concrete efforts to close the gap between education and the world of work.

### Meeting of School and Work

The confrontation of the young person with the world of work is a major event in his environment. The world of work is a new world of meanings. Usually family does not enter here, nor do peers. The individual stands at the door, then hesitantly knocks. Webster says that the word "knock" often connotes present valuelessness. This is precisely how the young adolescent or young adult feels as he comes looking for a job.



For those who can perceive some meaning in the world of work, there will probably be a renewed sense of trust. At this point it would seem that trust is a basic ingredient in the formation of a vocational identity. It presents a major problem for society - who shall take on the responsibility for developing this confidence, for assisting the adolescent or young adult to bridge the gap between school and work and thus establish a vocational identity. It is suggested that the responsibility rests jointly on the shoulders of those who form the caissons of the two worlds. The initiation of the bridge must be the function of the schools. Business and industry carry it on once the individual has been inducted into the world of work. In the schools, jobs and work need to be studied like other school subjects. Varied meanings of this new world need clear explanation for the vast majority of individuals. Each person must come to understand that somewhere among the workers there is a place for himself. Group guidance and individual counseling can greatly assist in finding the approximate location of this place and in exploring modes of establishing one's identity in it.

In the exploratory stages of career development, both the individual and industry are striving to establish basic trust toward each other. Each is attempting to determine what meaning the other has for him and what meaning he has for the other. Failure occurs from a lack of meaning or from inaccurate perceptions resulting in a conflict of meaning. Clearly perceived conflict will not ordinarily do damage, if both perceive the conflict. If individual alone sees the conflict, industry probably will not suffer. If the conflict is seen only by industry and is not handled in a manner calculated to preserve the budding identity, then the business world can pay for a long time the contribution which the person might make to the economy.



the same educational stage for the guidance counselor, who also has a responsibility to the student, the school, and the community. The guidance counselor's role is to help the student to make the best possible choices about his education, his job, and his future. The guidance counselor for further education is a specialized, patterned pattern, supported and reinforced by home, school, and society in general.

It is therefore, crucially important that the guidance counselor, in order to meet this aspect of his/her development of his students, should have acquaintance with sociological studies of subcultures and their living systems.

The value of all subcultures and their differing contributions to a pluralistic society must be recognized. Such studies ought to be made in a real way and discussed in guidance staff conferences. But once they are, it is well to remember that trees do grow in Brooklyn. Kahlil Gibran in the social mobility study at Harvard clearly showed that the same parents may be applying diverse value pressures to two brothers. An understanding of these kinds of specific differences is crucial in applying sociological data.

In cases of identity, the sense of being all right, of being "normal" also is the basic reason for leaving and trying a new job. The person loses confidence in this meaning structure. He feels out of place. Ichikawa (2) found that, contrary to the pressure for stability as a key to personality integration, men who shifted jobs once, or even more often, notably found greater fulfillment in the new job.



that from which man draws and that more enlightened consideration of the individual factors in the individual and in his ~~environment~~<sup>surroundings</sup>. This argument should not go too far by Fleissner (3), rather than for its simplicity, it has been generalized because it appears that the informal considerations of factors in vocational adjustment as such, if not more, than the formal or ~~formal~~<sup>informal</sup> training seems to be. While advocating group approaches to vocational development, Fleissner is clearly conscious of the need for individual commitment. The one major hypothesis about career development is that those people who the world of work has the greatest meaning concerning their individual developed training system will find the greatest satisfaction and meaning in their work.

The objective is to fuse two worlds: the unique world of the individual and the unique world of work. Vocational guidance should be the catalyst in this fusion.

This statement is not meant to imply that training systems are static but rather that they be an initial approach which hopefully will prove mutually effective for both the individual and for society. Since the economic system is likely to adapt itself in favor of the individual and since individualization has limits too, the hypothesis has been phrased in terms of short-term consolidated model career development. Recognition that there will be some to either side.

#### Environmental Support

It would often seem to be lacking in plans for educational expansion the development of specific environmental support for the interdependent efforts of employer and worker. A generalised support from the local and national



ure is not enough to fill up the vacuum of support or even overcome the situation from the specific local environment in which the individual has. This is not a question of overt conscious opposition, but of a way life which does not provide the base of operations necessary for successful autonomous effort.

Then we undertake to reduce our manpower loss by utilizing people the less affluent economic groups, we need to take great individual care to see that they are not overcome with shame resulting from premature. We need to be aware that their doubts about their careers may on these revolve around aptitude, but may perhaps stem more basically from environmental uncertainty, the sense of aloneness, of being "naked to myself", even though the enemies are saying they are friends and are working fuller life for the individual.

Such people the problem is doubly difficult if we think that more support must be given to effect the change in career orientation, for these people the earlier development of autonomy in their own milieu threatened by such support. It would almost seem in these cases that success rate will be very low if we think in terms of the present generation yet a sustained effort over two generations might bear immense fruit. Sure that our need for talent will be as great in 1983 as it is in 1963.

#### for the Disadvantaged

At outset we note that early in life a form of the prevalent economic is transmitted to the child. The emphasis here may again be on identification with the male parent in fantasy, projecting oneself into the future.



the adult world at work. When we ask, "What are you going to be when you grow up?" we are not expecting the answer, "I am going to be an honest boy, an brave man," but rather we expect an answer phrased in terms of economy. The roots of careers lie very deep. But for boys in an urban slum area such a question may have little or no meaning. One of the most striking interviews in the Harvard social mobility study showed that the upper class ninth grade boy was unable to answer a question about his future career, and the manner in which the middle class interviewer kept returning bafflement to the same question was quite amusing. The amusement, however, is only after insightful understanding of some of the dynamics of the vocational developmental process for this type of boy. The economic ideal translated to the middle class boy is that of a successful, generally stable career. The role model for the lower class boy, however, is that of a wage earner looking forward to the weekend.

In relation to career development, there are very many things one needs to know about one's self before one can learn what to do with them. As an example, take the question of intelligence. O'Hara and Tiedeman (4) have shown that even for boys of above average intelligence this is a relatively difficult thing to estimate. Through the four years of a competitive college preparatory course, the awareness of it increases.

The problem of awareness is complicated by the fact that intelligence is usually measured by achievement, yet achievement is influenced by many other factors. Thus one can be prevented from taking intellectual initiative and one never really finds out that he is an intellectual, and even if he did know it, his subculture may consider it unimportant.



is known that this type of analysis applies equally well to aptitudes, to intelligence, and to interests and values, as well as all the other factors that enter into career development.

If this is so, particularly scholastic aptitude, is an extremely valuable tool in handling school, cultural interests in these days of the world's crisis, it presumes on the part of the boy, not to be bright in general, to be looked down on in school. It is precisely at this point that the teacher knows the influence on the less bright unless there is provision to give consideration to a sense of worth deriving from doing things that fit his necessarily limited brightness. If the school is also seen as a center of the culture, counseling may not be so difficult.

In such "less than bright" students, considerations of the acceptability of their activities are irrelevant. Other aspects of their personal interests are important to them, and other things that students' expression of initiative needs to be stimulated outside of the curriculum. This is even more evident through the personality in such a way that students' creative potential is fulfilled rather than lost. This can be, we can say, "It doesn't matter whether anyone else is interested in our idea, I am, and it makes me happy to install this," when he is well on the way to solving the crisis.

Conversely positive initiatives concerning made by whites and Negroes. Actions involving interests and values are not so oppositively laden with negative connotations. They are therefore less threatening and easier to attempt or relinquished without recrimination.



The crucial role of identification in finding out what kind of person is is evidenced from a great many formal studies and from literature. would deny at his peril the influence of childhood, adolescent, early and even mature adult identifications. Havighurst (5) has reported the growth of these in a kind of normative way. But we need to know more about this phenomenon than we do at present. We need to ask today in our counseling interviews, "Do you know anyone who is an engineer?" kind of question will usually open up wells of romantic or realistic experience, or simply abysses of ignorance. The discussion of them will help student to clarify and more firmly establish his own unique identity. Learning can be conceived far too narrowly in our school systems. We are mostly aware of the need for developing a sense of being useful among ourally retarded, but for boys and girls with IQ's of 80-100, who constitute 40% of our school population we seem since sputnik, to be holding up academic ideal. We can acknowledge that we have not challenged the ited without at the same time condemning the slower students to a built-inse of inferiority. It would seem that educators have been very laudablyious of the immense numbers of boys and girls in this slower category so have tended to organize life adjustment curricula. For these people in "doing" oriented culture, this may very well be the best possible typeucation, since it puts more emphasis on the kinds of things that they e and will not foster a sense of inferiority for failure to know the  
e root of 54962.

the first time in the history of the world, the whole of the  
population of the earth has been gathered together in one place.

It is a remarkable fact that the people of the world have  
gathered together in one place, and that they have done so  
without any difficulty or trouble, without any hindrance or  
obstruction, without any difficulty or trouble, without any  
hindrance or obstruction.

The people of the world have gathered together in one place,  
and they have done so without any difficulty or trouble,  
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Careers for the talented will have different contours, motivations and satisfactions than careers for the average or below average. If this is not clearly seen by counselors and educators then in reality we are forcing a choice of activity on people in a manner that is quite undemocratic and will ultimately develop in vast numbers of people a sense of inferiority with dangerous potential. It is probably not too far fetched to foresee that these kinds of people, unprepared by school for success in their world of work, will revenge themselves on the school system through the ballot. That our approach is valid would also seem to follow from the results of frequent surveys in the business world regarding the reasons why people leave a position. Seldom is lack of talent or ability the key factor. For the vast majority of the people it is crucially important to be well adjusted. In this, the school system becomes the chief supporting environment. We have already noted how the home can reinforce the ideal of scholastic achievement and if it does not, conflict may arise. It would seem necessary to re-examine this position in this context since to the lack of social meaning is added here the sense of inferiority. For the culturally deprived and the finally above average student who has a B and C record, specific steps to make more proximate the achievement of the vocational goal may be necessary to overcome the growing sense of inferiority. Here we find strong psychological support for the cooperative work school programs which exist in some high schools and colleges.

The entrance into the world of work is a relatively cold water shock, like summer job experience. There is about it the quality of the unknown, the untried. But it is more than mere exploration of a geographical place where I am in the unknown. Now I am to become a part of it and it of me."



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So it is utterly crucial that one should have help to know who one is when he comes to this central stage. This means that people should know that temporarily they may not be the same or continuous, that the process involves development and may involve great change.

Prior knowledge of the world of work must be introduced into the student's frame of reference. Successful adjustment to the job necessarily involves at least the preliminary formation of an ego identity. We can leave this to chance or we can save the economy and the State great manpower losses by introducing ways of facilitating the formation of identity, specifically of the principle identity in our culture - vocational identity. In short, many youth in the culturally deprived parts of the city are inadequately prepared to enter the world of work. The inevitable outcome is a loss and waste of potential talent. At the Junior High School level in Boston Public Schools students presently do not have available specialists in guidance who can assist them in developing an occupational identity and setting and attaining goals that make full use of their scholastic and vocational potential.

#### OBJECTIVES

The purpose of establishing a guidance program in a Junior High School is to increase the holding power of the schools and simultaneously improve the social and occupational adjustment of youth in the "grey areas". The specific objectives of the program are:

1. To reduce the failure rate and improve academic performance in Junior High School.
2. To increase the proportion of students who complete high school.



To increase the proportion of students who enter college

To increase the proportion of students who enter vocational training

To increase the proportion of students placed in part-time jobs.

#### SPECIFIC PROGRAM

The Boston Public Schools propose to establish a school and vocational guidance program in the Junior High School that will also have an enriched developmental reading program. The guidance service would be provided by a team of four guidance advisors with a School Adjustment Counselor working in collaboration with them. The program would offer guidance services to approximately 1,000 students over a three-year period and would consist of the following four phases which are described in detail below:

- An inventory service
- An informational service
- A counseling service
- A placement service

#### Inventory Service

The inventory service consists of the accumulated data regarding the individual students in the schools. Some of this would have already been compiled, since guidance based on an accumulation of data gathered over a number of years can be considerably more helpful than that based on data shared only during the past year. The individual inventory service would list the following types of data - name, age, birthdate, address, telephone number; family data - name of parent or guardian, names and ages of brothers and sisters, schools they are attending, or jobs they hold; health and physical data - height, weight, posture, childhood diseases and physical abilities would be listed; achievement data - grades in school, test score data in achievement areas derived from commercial tests on reading, likely achievement, history achievement and so forth, recognition and honors



within-school activities, extra-curricular activities, out-of-school achievement, achievement in leisure time activities; aptitude data - test scores for intelligence tests and mechanical and clerical aptitudes; likes and dislikes data - if possible, test scores on interest inventories, listing leisure time activities, readings, school subjects most liked and disliked; part-time work experience liked and disliked; social environmental data - features of the neighborhood and the community, family attitude, socio-economic status of family, neighborhood influences, peer groups within the school and outside of the school, community agencies of which the student is a member, for example, the youth organizations, boy's clubs, settlement houses; information about personal and social adjustment - attitudes toward self, a continuing series of autobiographies, sociometric information, personality test scores, record of work experience and reactions to this work experience. The collection of this amount of data requires a good deal of work and would demand the efforts of a full time secretary. To produce this kind of information requires teamwork, cooperation among administrators, teachers, guidance personnel. Storage facilities must be provided, as well as forms, mimeograph materials, and all of this should be made easily accessible to counselors in a central location. While some of this material will be available in the office of the principal, the information necessary to do an adequate job of counseling requires more than that contained in the records in the principal's office. Until such data are collected and made available to the guidance advisors, the program will not be able to function in an adequate way.

#### Information Service

The information service consists of three parts: occupational, educational,



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personal-social. Occupational information - The scope of occupational formation useful in a guidance program is very broad. In the context of grey areas, opportunities for part-time work ought to be carefully explored and actively developed by the guidance personnel in the school. It should be done in cooperation with the State and Federal programs ready in existence. The counselor cannot know everything about every occupation, but he should know almost everything about three occupations, these are, first, the occupation or industry or company which has employed the largest number of dropouts and graduates from his school; second, the occupation or industry or company which employs the largest number of persons in his community; and third, the occupation or industry or company which is currently being seriously considered by the largest number of his students.

Educational information would include materials concerning the opportunities for secondary school education in the City of Boston, further training beyond high school, and information regarding college.

Personal and social data are covered in the group guidance pamphlets provided under the school's present homeroom guidance program. It would be well to supplement these by the introduction of some of the more attractive new books dealing with personal and social guidance that are available in commercial publishers.

### Counseling Service

The dominant American culture expresses great compassion for the underdog. It acts on this compassion by offering support with cheers and charters for union. Yet within the age group under consideration, it would seem clear that there exists on a continuum and that not all students need the same kind of guidance programs. In an attempt to simplify, we might divide the students into two groups - those who are emotionally disturbed and those who might be

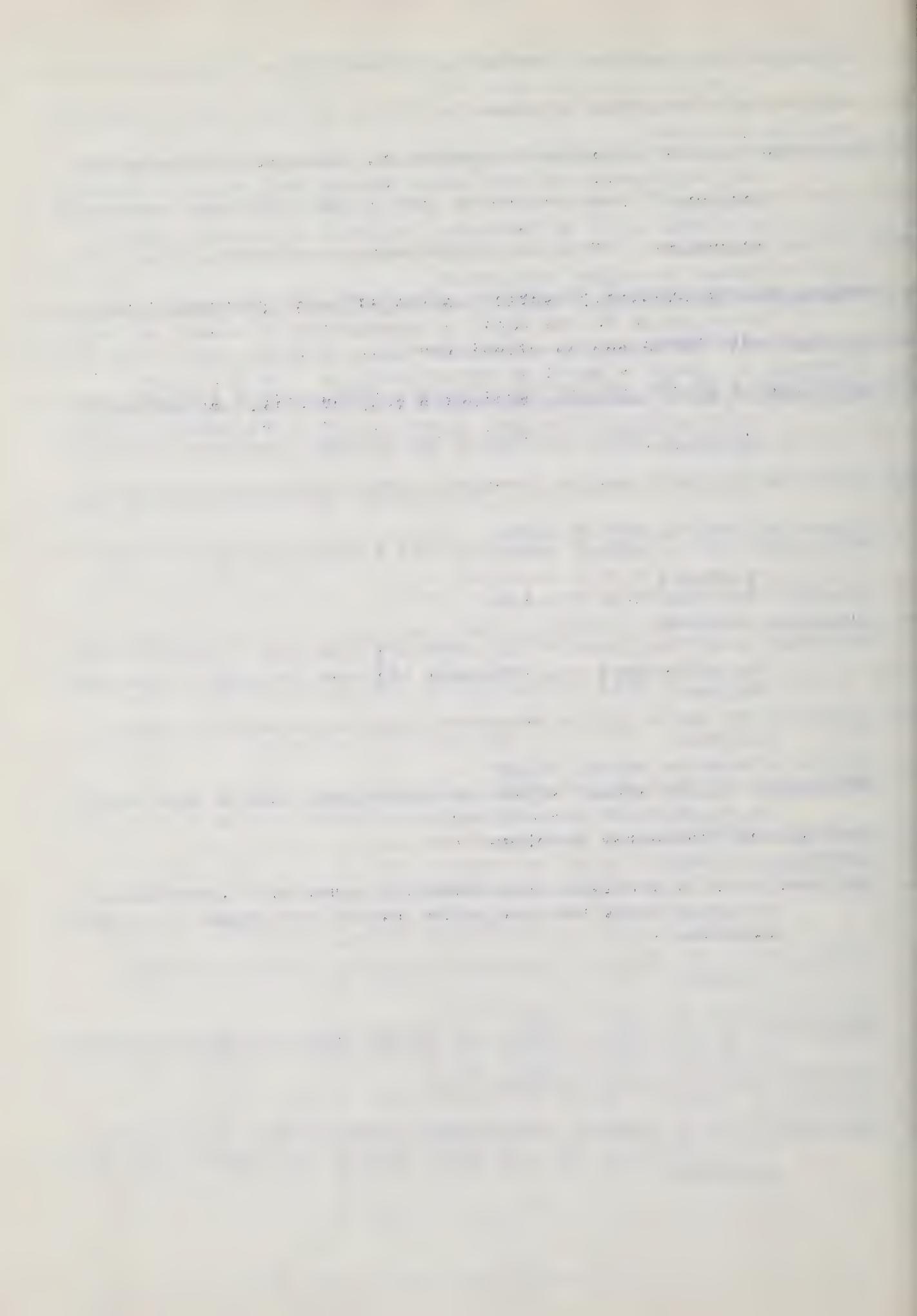


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and "nominally disadvised" because of the social and cultural environment. One estimate of the number of disturbed youth in this area is that they constitute about 10% of the student population. (The percentage would likely be larger if all boys and girls within the 12-17 age range were counted.) In a school of 1000 pupils, this means that approximately 100 of a require such quantities of care that the ordinary guidance counselor is able to cope with the problem. Since however, tensions within the school largely due to these 10%, it would seem logical that a concentrated effort in the direction of this portion of the student population would be beneficial to the whole. Therefore the principal responsibility of one or guidance advisors and of the school adjustment counselor will be to serve disturbed students.

In connection with the counseling service, both a group guidance program and one-to-one counselor-pupil relationship will be provided. Among the common problems for which pupils frequently need assistance are these:

1. Choice of courses and subjects
2. Adjustment to the school situation and establishing a feeling of belonging and personal worth
3. Home and environmental problems
4. Learning problems
5. Problems requiring referral to community agencies or specialists for assistance not available through the school's guidance program
6. Follow-up of the pupil to determine progress in another school placement
7. Underachieving in school subject(s)
8. Evaluation of physical, mental, emotional, and attitudinal handicaps in relation to the pupil's opportunities, plans, and adjustments
9. Recreational needs and opportunities
10. Listening: giving a pupil an opportunity to "let off steam"
11. Exploration of a vocation, exploratory opportunity, or an extra-class activity that may offer needed developmental or adjustment experience



and the individual is given a choice of what he wants to do. This is a good way to help pupils make decisions which will be of value to them in the future.

In the pupil's chosen vocational area:

- Inadequate or excessive participation in extracurricular activities
- Grade discrepancy between a pupil's ambitions and his achievement abilities
- Inadequate information about occupational and educational opportunities and requirements
- Deficiencies in study skills

Adjustment needs growing out of feelings of inferiority, inadequate social skills, and deviant behavior

Financial problems that present obstacles to otherwise realistic plans

Problems leading to dropping out of school

College and trade school scholarships, loan funds, and similar educational benefits

Encouraging pupils in their development of special abilities

### the service

It is clear from studies by Reynolds (6) and the United States Department of Labor (7) that trial and error shifting from one job to another, aimlessness, and idleness characterize the undirected process of finding a job. The common good and the individual will benefit by a more logical and objective approach to the matching of youth and jobs. Such an approach can be handled by an organized service, whose sole effort is to bridge the gap between the school and the world of work. Since the vocational identity is a crucial factor producing personality integration in our culture, it is important that the initial steps in the formation of this vocational identity be carried out successfully. While adolescence results in an increasing measure of freedom for youth, the consequences of such freedom fall on the individual's shoulders rather than on those of parents or teachers. Now the adolescent no longer blames anyone except himself. The full impact of the society and its approval or disapproval is more sweepingly felt precisely because of the larger measure of freedom of choice. The "sink or swim" method of education results in failure or in a warped attitude toward the world of work resulting from a series of small failures. Only as a tree grows gradually with new roots, do we withdraw gradually the guy wires that support it.



and psychological characteristics in the light of the principles of social identity development can form thus far the major recommendations. Social practice which appear to flow from these principles is summarized in the guidance process should take into account the following supplementary function. In the past, placement has been a major role in the vocational guidance program. Placement tends to be altrusive, but if we recall students' experience as students they are anxious of establishing a vocational identity, when vocational placement and the placing of students in part-time work situations become catalytic or facilitating techniques designed to orientate the following:

Guidance books discuss the problem of finding the right opportunity in the gap between school and work. This process makes the vocational responsibility quite apparent and the emphasis is placed on the guidance department. Formation of the academic literacies for the vocational and/or academic study is a concern of the secondary at this stage of their career. Thus, preoccupation with forming the principle identity becomes early. In these early sessions it is clear that for many the tools of the vocational identity are not sufficiently formed or could be more perfectly formed. Once the stage of satisfaction or dissatisfaction with work should begin early. In this stage will come to understand themselves and the world of work and, if our basic principle regarding the primary importance of social identity is valid, they will be more responsive to the many different situations at a early age.

Second, the word "vocation" in its common usage means a







The place and counselor will be chosen in cooperation with community agencies, vocational placement agencies, United States Employment Service, trade unions, and training schools. In cooperation with these agencies, the placement counselor will emphasize long-range planning for the good of the students rather than the reduction of shortages in manpower, or monetary gain.

Recruitment and Training Personnel - The function of one school adjustment counselor and one guidance advisor have been described as dealing with disturbed students, it is clear that in these two cases persons are required who are trained to a level which exceeds that of the ordinary teacher's degree given by the ordinary college program in this country. Hopefully, we would like to have an ideal personnel consisting of one guidance advisor and one adjustment counselor.

The guidance advisors and the placement counselor ought to have fulfilled minimum requirements for state certification and hopefully would have received their master's degree in guidance and counseling. This hope is emphasized very strongly, since the problems that will be faced, while normal in this area, might not be considered so in the suburbs. Since this is so, it would appear crucial that specific training for their work in the city areas would be necessary. Few people would hold that a responsible program could begin the first day of school without relatively extensive preparation.

Training Program - A training program must be developed and implemented, specifically designed to prepare the personnel to meet the needs of students in the junior high school. Such a program would include conferences with administrators and teachers, careful study of school records, compilation of life history folders for each of the students assigned to guidance advisors, design for implementation of placement function, preparation



occupations courses in the light of student needs, study of the resources and sociological composition of the area, preparation of informational services, conferences with representatives of community agencies by authorities experienced in each of the fields described. Time will be provided for seminar for lectures by authorities experienced in each of the fields described, for continual evaluation of the program, and for group discussion and learning from the counselors' current experience.



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